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East Europe Report

POLITICAL, SOCIOLOGICAL AND MILITARY AFFAIRS

No. 2032

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CZECH PAPER NOTES MIECZYSLAW LACH INTERVIEW BY 'TASS'

[Editorial Report] Prague RUDE PRAVO in Czech on 15 June 1982 carries on Page 7 a 220-word CTK Warsaw dispatch entitled "Former Employee About the So-Called Free Europe; It Has Nothing in Common With Journalism." The dispatch reports on an interview given to a TASS correspondent by Mieczyslaw Lach, former Radio Free Europe (RFE) employee, in which he spoke of RFE's "extensive propaganda aggression against Poland, unprecedented since the 1950's" which is being "coordinated essentially by the American Government" as part of actions against detente.

Lach reportedly stated that the RFE employees are "assembling confidential information on important political and economic problems of the socialist countries and trying to enlist agents," and are also maintaining contacts with Western journalists dispatched to socialist states, who are "specially trained in Munich" prior to their departure. The dispatch concludes by citing Lach on RFE as being a "headquarters of antisocialist elements, a tool of U.S. lies and aggressive policy aimed against international detente."

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NEED TO MAKE BETTER USE OF SKILLS OF VETERANS, RETIREES

Tirana RRUGA E PARTISE in Albanian Feb 82 pp 58-67

[Article by Kozma Skarco: "The Great Skilled Force Which Must be Properly Valued and Further Activated" passages between slantlines printed in boldface]

[Text] Each category of our population has its respected role and place in society. Great is the respect, especially, for veterans and retirees, these sons of the people who, militating and working according to the teaching of the party and of Comrade Enver Hoxha, gave their youth and great energies for the happy days which we are enjoying and who, today too find forces in themselves and put them in the service of the party and the people; they refuse to let themselves be defeated by age and fatigue.

The continual increase of average longevity of our people is accompanied by an increased period of activity to the advantage of society. Therefore, under conditions where, in our country, people retire between 50-60 and when the average life span is about 70 years, that is, when the period of retirement lasts 10-20 years, in the internal human resources, on which the party bases the work for implementing its political, ideological, economic and social tasks, it is impossible to ignore the activities of about 160,000 retirees, whose number will increase by 10,000 to 12,000 every year during the Seventh Five-Year Plan.

This important force assumes great social values when it is taken into consideration that the category of veterans and retirees includes, in its bosom, mature people educated in the school of life, with a great work experience, with seniority in the party and in the mass organizations, and with capacities for working and making valuable contribution to the solving of state and economic problems and to the patriotic and revolutionary education of the masses, especially, of the new generation.

The implementation of the great and very important tasks of the Seventh Five-Year Plan requires that these forces, which keep a revolutionary spirit and a creative soul, be activated more often with a greater number of problems assigned for solution. Veterans and retirees, it was stressed at the Eighth Party Congress, must be valued, encouraged and activated more extensively because, "many among them still possess forces and energies which can and must be engaged in profitable social work, especially, for the education of

The new generation in the rich traditions of the heroic struggle and work of the party and the people and for keeping, developing and perpetuating these traditions" (Enver Hoxha, "Report to the Eighth Congress of the Albanian Workers Party," p 104).

Struggling against erroneous underestimating opinions, which we hear sometimes about retirees, and against petit-bourgeois compassionate suggestions "leave them in peace" because "they have worked enough during all their lives," conditions must be created so that all veterans and retirees will make the best contribution possible, especially, in the field where they have most militated in life and, all together, "they will teach" in the school of the patriotic and revolutionary education of workers, especially, of the new generations, and will make their contribution so as to instill in these generations the love for work and for socialist property in order to block the path to all concepts, manifestations, practices, norms and customs, which are foreign to our society, which hamper the implementation of the tasks of the Seventh Five-Year Plan, and which make the communist education of our workers difficult.

/A "Living Book" for the Patriotic and Revolutionary Education of the New Generation/

The veterans of the struggle and work are among those who participated in the democratic and progressive movements, among the first communists who participated in the National Liberation Movement, among those who laid the foundations of the people's government and among those who contributed, with sweat and fatigue to the invigoration and blossoming of our socialist fatherland.

This source, this special steel, prepared and tempered in fierce class battles, is a great social riches for the patriotic and revolutionary education of the people, especially, of those people who have not witnessed the National Liberation War and the first five-year plans of the building of socialism. The work of other veterans and retirees is irreplaceable for achieving the objectives assigned by the party so that "the heroic traditions of the Albanian fighters for freedom and independence, the great heroism of the partisans and the new socialist character, which the party created in our people, be transmitted pure and healthy to the future generations, just as our elders transmitted to us, as an inheritance, the Albanian character, the freedom-loving spirit, courage and confidence in the happy future of the people" (Enver Hoxha, Reports and Speeches 1974-1975, p 17).

The living impressions preserved by these people, as active participants in wars and in constructive actions and struggle, are of great educational value for those who listen to them or who read their recollections. Much has been said and written about the circumstances under which the Albanian Communist Party was created; but, Comrade Enver Hoxha's work "When the Party Was Born" remains the most important and most interesting document, because, the author, being an active participant in these events, telling them in a simple and pure language and drawing comprehensive conclusions for them, gives us the most complete and most convincing image of this great historic event of our

party and people. The recollections and memories of many veterans, dedicated to the special events of the National Liberation War and to the period after the liberation, also are interesting and convincing. The historiographical work of veterans and reitrees during the celebration of the 40th anniversary of the founding of the party was also effective. Through a persistent work, searching through recollections and documents, they greatly contributed to the compiling of the history of the party organizations, of the partisan formations, of the national liberation councils and of the various administrative units; to the drafting of biographies of many martyrs and heroes; and to the supplying of war museums and of those of the period of the building of socialism, with various types of documents.

Nevertheless, facts show that the contribution of many veterans and retirees to the process of the patriotic and revolutionary education of the new generation is not up to the required level everywhere both in regard to the volume and in regard to the effectiveness. Along with the activization of a larger number of veterans and retirees, the main thing that remains is the increase of the political and ideological content of the agitation and propaganda work which they carry out with the masses, with the youth and with the pioneers, so that their talks, meetings, writings and recollections about events, special individuals and martyrs of the war or of the building of socialism will have the greatest possible educational and mobilizing effect.

A greater feeling of responsibility is particularly required in regard to the creation of histories of the National Liberation War, in the districts and combat units, histories of the early years of the building of socialism and of the biographies of the martyrs of the struggle and work in which veterans' contribution is irreplaceable. A faster pace and higher qualitative level of work are especially required for drafting these histories of the Anti-Fascist National Liberation War in the districts and of the partisan brigades which still have not been completed. The main thing is that all these kinds of historic writings, because of the great importance they have for the patriotic and revolutionary education of the new generation, must be drafted according to strict scientific bases, in harmony with Marxist-Leninist ideology and with the policy and methodology of our party.

However, the contribution of veterans and retirees is and can be greater in the solving of many current problems dealing with the building of socialism and the strengthening of the defense force of the fatherland. The Eighth Party Congress, through its teaching, guidelines and directives, also supplied the veterans and retirees with new weapons in order to use them in their everyday work, as agitators and propagandists of the party. The most thorough assimilation of the ideas and directives of the congress by veterans and retirees themselves, and their propagandizing and analysis with the people at home, in free gatherings and in meetings of the Democratic Front and of the Youth Organization. For the purpose of creating healthy convictions among all the people and of increasing mobilization for achieving the objectives of the congress, all constitute an important current task for veterans and retirees, setting their work for the patriotic and revolutionary education of the people, especially, of the new generation, on a concrete ground for achieving concrete objectives.

Everyday life suggests to the party organs and the basic party organizations, to veterans and Democratic Front organizations in districts and at the grassroots that in their work for the greatest possible activation of veterans and retirees and for improving the quality and effectiveness of their social activities, they should take into consideration some issues and solve them more properly.

First, based on the desire and readiness of many veterans and retirees to make their contribution as propagandists and social militants, /the issue has been and remains that of activizing as many of them as possible/ and this must not take place sometimes, rarely and spontaneously, but systematically and in an organized manner, especially, when the question is to keep always alive and fresh the events of the National Liberation War and of the first periods of the building and defense of socialism. This is the only way to satisfy the requests of the pioneers and youth organizations for meetings and talks at historical monuments, in battlefield areas, in places where martyrs and heroes have fallen, and at places where fights against foreign agents have taken place, or where the first foundations of the new projects are laid; the requests of farmers, of city quarters and of economic enterprises for documents and monographs needed for their museums and history; the requests of the commissions set up for the creation of histories of the combat formations of the National Liberation Army in the districts or in the areas, which have not yet been completed; and the requests for the preparation for the publication of the books "Inquenchable Stars" with biographies of martyrs, and so forth.

It must be said that this problem becomes generally more acute, objectively because those who lived these events have advanced in age and the relatively narrow circle of the comrades who have been activized for some times is not in a position, even physically, to respond to these requests, and because these requests increase more and more under the conditions when the specific proportion of the generations which have not lived these events continually increases, in great proportions, in the bosom of the population of the country. And, practice shows that where sectarian and careless attitudes have been avoided, and where we have activated all those who can contribute to the education of workers in the patriotic and revolutionary traditions of our party and people in the past, there the sphere of work of veterans and retirees has been expanded.

In Gjirokaster and Sarande districts, for example, there are veterans and retirees who, although they are 70-80 years old, because they keep themselves in good condition, feel a pleasure instead of a burden when they are asked to write their memoirs, to collect documents and speak to youths and pioneers about the work of the party and the people. A rich experience also exists in some areas of Tirana District. The party bureaus in city quarters demonstrate interest time after time, in the activization of retirees and assigning tasks to everyone according to the needs of the city area and quarter and according to their capacities. They have shown a particular concern for the activization of the communist retirees. In the Area No 1, for example, where 765 communist retirees militate, work has been established so that retirees are activated in the most varied fields. Apart from those who are elected to the

leadership of the party organizations of the city quarters and city areas, many others are activated as propagandists in forms of education, write their memoirs of the war and biographies of the martyrs and contribute to the drafting of the historic events of the basic party organizations of the city areas and quarters.

However, in regard to villages, city quarters, cities or districts, where this kind of work is better carried out, there still exist great reserves which are not used. Thus, while some veterans and retirees are entrusted with two or three tasks, many others are not activated at all. This happens, among other things, because of the fact that there are cases when the range of activities, in which they can be activated, is conceived in a very narrow manner. Thus, one observes a kind of underestimation of the value of propagandizing the glorious and heroic road, such as the National Liberation War, which our people and the party have passed through during the first years after the liberation and during the first stages of the building of socialism. While, for the most recent generations, especially, for the present generation, of great interest are: the road followed by the party for the nationalization of the wealth of the former ruling classes, the implementation of the Agrarian Reform, the creation and development of the cooperative system, the struggle against illiteracy, the measures adopted to protect the people's health, the heroic work which was necessary to drain marshes and construct railroads, the setting up of plants, the training of the first cadres and the confrontation of the difficulties created by the Yugoslav revisionists and, later on, by the Soviet revisionists, and so forth. Through living and historic information on these matters, the new generations will create a more complete image about the road that our party and people have taken, about the fierce class struggle which was developed and about the great and numerous difficulties which had to be overcome in order to make Albania strong and prosperous and the life of our people free and happy, just as they are today.

By activating an increasing number of retirees, if only to help in educating the younger generations in the patriotic and revolutionary traditions of a more distant and nearer past, not only is an important service rendered to the cause of the revolution and the building of socialism in general, but also a service is rendered to this category of our people by keeping them always lively and active with such great issues to which they have devoted entire decades of their lives, and by giving them the opportunity to avoid spending their days in ordinary talks and activities and in doing all the services for their families, which was the main purpose of retirement.

Second, /the propaganda work of veterans and retirees for the education of new generations in the traditions of the past is effective when it is based on correct criteria determined in time by the party./

We stress this, because, although they participated in the events, nevertheless, veterans and retirees need a good preparatory work in order to establish the relationships which really existed between the specific events, about which they will talk or will write, and the situation in general, the role of the various factors, especially, the main and decisive factors, for example, the role of the party and of the communists in the organization and management of that event and, later on, of the special individuals who executed the

the recommendation, the order or directive of the party. The study of the situation in which this or that battle took place, or this or that combat formation was formed, and in which this or that action was executed, or this or that step was taken to counter the blockage, all help to establish correct relationships between the factors, so as to avoid disproportions so that "the handle does not weigh more than the adze" as happens with some oral or written stories. A serious preparation for the person who will speak, report or write about an event or about an individual helps this person to rid himself of subjectivism which carries the danger of investing oneself, the village, the military unit or the collective, where it has participated, with a special role, not a real role, or, let us say, of presenting the war as something easy in which victory is guaranteed without difficulty.

The party teaches us that in their studies, talks and writings about the war and the events of the years of the building of socialism, veterans and retirees must carry out a work with a high ideological and scientific level and must handle events and facts from a position of historical materialism, without any trace of subjectivism, lack of precision and distortion, because, if these things are allowed, they harm the work and cause anxiety to the party and the masses.

Comrade Enver Hoxha's works of recollections such as "With Stalin," "The Krushchevites," "When the Party Was Born," and "The Anglo-American Danger for Albania" are an outstanding example which shows how recollections are written. From these works we learn how we should always adhere to the correct Marxist-Leninist relationships between the people and the individual and between the masses and the leader, and how historic recollections and writings should reflect the reality and be stripped of vagueness, of distortions and of subjectivism, how they should be actual without affecting the historical character, and how they should have an attractive, educational and mobilizing force even though events of the past decades are described in them.

Third, /the activization of veterans and retirees should not be left to spontaneity./

The Committee for Veterans of War and Work, which met in mid January of this year, and which assigned the tasks of this organization in order to implement the tasks of the Eighth Party Congress, expressed its conviction that for the better activization of veterans, especially, of those who have retired, the work of the veterans committees and of the sections and aktivs established by them must be further strengthened. The improvement of the level of work of the members of this organization, because of its aims and targets, requires that, under the leadership of the basic party organizations, the cooperation with other mass organizations, especially, with the Youth and Democratic Front organizations, be strengthened better than it has been so far and that one should live in an active manner with the work and struggle of the masses, especially, of the new generations, for the sake of implementing the guidelines and directives of the party, extracting, from their life and activity, the problems in regard to which the people need to be enlightened and educated.

spontaneity must be combatted in any case. Practice shows that, in regard to the elucidation of events or of special issues of the history of the war or of the building of socialism, we must not activate, for speaking or for writing, only those people who are "known" and, even less, the person who is suggested by someone in the street; on the contrary, speakers and writers must be chosen according to the importance of the requirement, that is, the person who is more competent. And, the speakers and writers can be chosen by the party committee, the leadership of the veterans organization or of the Democratic Front organization in the district, or the basic party organization or the leadership of the Democratic Front organization in the area or city quarter. Such a centralization and organization of work allows that, in any case, the person can fulfill the task required in the best way possible will be activated. Thus, there are eliminated those cases when somebody speaks "with competence" about things which he has not lived or, even worse, uses the occasion to present himself as a close friend of the martyr or the hero, one of the "initiators," if not the main initiator, of the action which is being discussed. The respect for competence in the activization of veterans and retirees prevents those cases, however rare, when certain people take upon themselves all kinds of writings and "studies," on their own "initiative," with definite purposes and without having been asked and without authorization when these writings are checked and found without any value, they are justified by the claim that the author was moved by a "good purpose."

/With Love for Work and for Socialist Property/

Nature has its own biological laws of development. There comes an age when man begins to lose his forces and cannot manage to give his required labor productivity; therefore, he retires. However, this separation from work, in a larger and more practical sense, must never be a final one. Because, we veterans, Comrade Enver Hoxha pointed out, are not in a position to do physical work, but we are in a position to share worries with the people and to communicate with them. And, this sphere of work and of influence of the retirees is a very large one.

During the Seventh Five-Year Plan, more than 200,000 people will be engaged in work for the first time, mainly in the sphere of production and also in the socio-cultural and service fields. All these new workers will go to work straight from the schools. In our country, the party, the government, the family, the school and the entire society are interested in making them fit for work and in training them to have socialist attitudes toward work, and they are making their contribution toward this goal. And, as a result of the attention given and comprehensive work done, our new generation has always shown great readiness to work where the fatherland needs them and has shown its capacity to fulfill the tasks entrusted to it with skill. Nevertheless, it is not possible to evaluate the fact that, especially, in some cities, there still are young men and young women who hesitate to work in mines, in construction and agriculture and, who, profiting from the good economic situation of their families, wait until they find the work which they have "chosen" or who, even when they are in work relations, do not devote all their possibilities and forces to becoming skilled in their professions or fulfilling their tasks.

Of course, with this category of youths, parents must work harder and better. Veterans and retirees have, among other things, much work to do with these youths and their families; through simple words, full of conviction and authority, they are in a position to create, in them and their families, the conviction about the great need of society for the work of everybody, about the social character of work in our country, and about the respect which workers of all professions enjoy, especially, the workers of the sectors of the people's economy who are playing a determining role in making it an independent and self-acting economy, capable of meeting the difficulties of growth and those difficulties caused by the capitalist, bourgeois and revisionist encirclement and blockage. The readiness, which many present day retirees have shown in their time, that is, the readiness to work where the party wanted them and to place the general interest above personal interest or above family interest, is a weapon which increases the force of their word and strips it of moralism. Many examples show that, through the convincing, agitative and formative work of social activists and, among them, of veterans and retirees, many young men and young women, among those who aimed at finding the works of their "choice," changed their concepts and attitudes and went to work where they were needed, for example, in mines, agriculture, construction enterprises, communal services and elsewhere.

On the basis of the fact that it is not sufficient just to work, but you must also have a socialist attitude toward work and toward common property, fulfilling all the tasks that are entrusted to you with high-socialist awareness and, based on the formation of deep ideological convictions that "work and socialist property are two great columns on which the development of the economy of the entire life of the country and, consequently, its present and future are based," (Enver Hozha, "Report to the Eighth Congress of the Albanian Workers Party," p 122), many veterans and retirees deal with young people after they have started work.

Veterans and retirees have the opportunity to create a sound opinion about the socialist attitude toward work and common property, that is, about the necessity of the continuing strengthening of these two columns by propagandizing the economic policy of the party and the good things brought to the people by the implementation of this policy, and by propagandizing the revolutionary initiatives such as the recent initiatives of the working class for saving raw materials and work time in the construction of projects and in the production of machinery, the initiatives of the members of the cooperatives for herding the animals of the cooperative yards and other initiatives, by explaining the situation under which the Seventh Five-Year Plan is being fulfilled and by encouraging each worker to give the labor productivity, the production quantity and production quality allowed by the technological process established and required by the fulfillment of the plan of the working collective.

Of course, the entire party and all its levers, the state and economic organs, all the mass organizations, and all the communists and social activists are engaged in the comprehensive work to form and temper our new man--the active and self-conscious builder of socialism. However, because of the respect they

enjoy and the educational capacities they have gained in life, the older people, too, can be greatly influencial among the new workers, within or outside work time, especially, to strengthen the sense of discipline among them, their pride in assimilating their professions in the best way possible and their love for machinery, crops and animals. And, we see that this possibility has been made concrete.

In our country, in addition to the older people who, although they have taken their retirement certificates, continue to carry out useful works on a reduced schedule in the fields of production, science and culture, and in the management of work of the party, of the government and of the mass organizations, thousands and thousands of others, although they have severed their work relationships, are seen at the brigade and unit, are interested in work problems, help the younger people to devote more attention to their professions and help and advise them to produce better work for the sake of honoring themselves, their parents and the collective.

Of course, the maintaining of relationships between a retiree and the enterprise, cooperative or institution, where he has worked until his retirement, might deteriorate in some cases because of various reasons. However, retirees can also exercise their influence on work and production in the framework of the Democratic Front organization, as its social activists. They have the opportunity to be told how and how much the members of the Democratic Front in the area, the city quarter or the village fulfill their tasks in the enterprises or agricultural cooperatives, what attitude they maintain toward work and property and what are the thoughts of the young men and young women who have finished school and according to the case and the necessity, to work with the people individually and also in the bosom of the organization. Those who have worked all their lives with high awareness, have the moral right to require that anyone who does not properly fulfill his tasks and obligations toward society give account.

The long experience of life has made veterans and retirees the assistants of the party in solving many other social problems, The respect and concern of society [for veterans and retirees] encourage and inspire them to find the efforts and to serve society with the possibilities they have until the very end of their lives.

The activization of retirees in the various fields of social work is also prompted in our country, among other things, by human motives. It is proven that a great emptiness is felt by those people who, the day of their retirement, have to interrupt their creative, productive and social activities. This kind of interruption is often accompanied by a rapid decline of physical and health conditions, because, of the placing of organism in a state of passivity.

Of course, to face his tasks as a social activist during the years of the period of retirement, it is necessary for retirees to maintain a high level of political and ideological formation, to have a good knowledge at all times, of party policy, as well as the guidelines, directives and decisions and to be well acquainted with domestic and foreign situations, with the problems and

with the worries existing in the village, city quarter or area. This process of continuing political and ideological education and assimilation, and this acquaintance with the policy and directives of the party and with the situations and problems which arise, is executed by the communist retirees mainly in the bosom of the party organizations; while, other retirees execute them in the bosom of the Democratic Front organizations or of the women's organizations. In this framework, and to facilitate the work for the activization of the communist or noncommunist retirees, under the conditions when the number of communist retirees in the party organizations of the city quarter is increasing and the number of reisdents in blocs and large cities has considerably increased, it is of interest that the party organizations of communist retirees in these cities be organized on the basis of blocs, where the Democratic Front and women's organizations are also established. Thus, they will have the opportunity to guide their work and to know and solve the problems which arise in a better and more correct manner. In the meantime, the initiative of certain party bureaus in the quarters of the capital is valuable; these bureaus, along with the care which they show for implementing the schedules of educational forms by the party organizations in city blocs, have also organized work themes, meetings and confrontations at the city quarter level on the problems presenting a greater interest, problems which concern the retirees of their quarters. This kind of work makes the retirees more capable of correctly receiving and solving the problems assigned by the party.

9150
CSO: 2100/62

SHORTCOMINGS IN RESPONSE OF YOUTH TO TECHNICAL-SCIENTIFIC REVOLUTION

Tirana RRUGA E PARTISE in Albanian Feb 82 pp 76-85

[Article by Etemije Zeneli: "Let Us Train and Encourage the Youth to Stand on the First Rows of the Technical and Scientific Revolution"]

[Text] The organization of the Union of Working Youth of Albania under the leadership of the party and according to its teachings, has done and is continually doing good work for the education and comprehensive formation of the youth. Our new generation, tempered politically and ideologically and equipped with education, culture, professional skills and scientific knowledge, is actively participating in the building of socialism of the country, in the defense of the fatherland and in the solving of all the problems which are set forth before our socialist society.

Every phase of our building of socialism places before our new generation new and greater tasks. In the present period, when all workers of our country are mobilized to implement the magnificent program approved by the Eighth Party congress, fully relying on our own forces, our new generation is also facing such tasks which are qualitatively higher than before.

This congress stressed and clarified, among other things, that, in the present conditions, for implementing the tasks, especially, the tasks of the Seventh Five-Year Plan, it is necessary more than ever for the scientific and creative potential of specialists, cadres and all other working masses, where our new generation occupies a particular place, to increase and devote everything to many-sided productive and creative work. It is from this general framework that the organizations of the Union of Working Youth of Albania get their tasks, too; they must educate our youths and encourage in them the passion and love for science and scientific activity and, together with the other levers of the party in schools and in productive activity, to organize and mobilize them for an ever greater massive and effective participation in the innovation movement and the technical and scientific revolution.

To what extent have these tasks been fulfilled until now and what must be improved in the future in order to implement the guidelines assigned by the Eighth Party Congress?

1. Youth must go from school to life better educated and better trained from the technical and vocational aspect

With the continuing solicitude of the party, a colossal work has been done and is being done in our country for the education of youth and for its vocational training and skill development. About 47,500 cadres with higher education and about 131,500 other cadres with middle education of various types were trained from the ranks of the new generation. During the Sixth Five-Year Plan alone, compared to the Fifth Five-Year Plan, the number of youths who attended the middle school increased by 56.7 percent.

The skilled workers and middle and higher specialists, trained by our school, work with zeal and youthful enthusiasm in all fields of the building of socialism and participate actively in innovation movements and the technical and scientific revolution. In Koman and Fierze, at the "Steel of the Party" metallurgical combine or at the "Enver Hoxha" autotractor combine, in the machine industry or in geology, in experimental fields or in areas with high yields in agriculture and livestock, and everywhere one works and militates to solve difficult problems and to achieve high targets, together with the specialists, with workers and with the members of the cooperatives who have a long experience, you will find an ever increasing number of youths and young workers, members of the Youth Union, with innovative and creative thoughts and activities.

Nevertheless, as stressed at the Eight Party Congress, "the intensive development of the economy and culture, the ever increasing adaptation of progressive techniques and technology, the tasks assigned for higher yields, better quality, greater profitability and effectiveness in production and, in general, the prospects for the development of the country in the future, all require a further improvement of the educational and cultural level and the mastery of science and technology by our people" (Enver Hoshz, "Report to the Eighth Congress of the Albanian Workers Party," p 130). The implementation of this requirement by our youth, too, therefore, the further improvement of its cultural and educational level and its mastery of science and technology in a most thorough manner, is the basic condition for our youth for progressing with the tempo of the time, especially, for reaching its objective so that, in a better and greater manner, it will stand in the first ranks of the development of our technical and scientific revolution in those directions and on the level required by the fulfillment of the tasks for the present and future development of the country.

Linked with what we said above, important tasks of great responsibility are assigned, especially, to the basic party organizations and to their levers in schools and, through them, to the organizations of the Union of Working Youth of Albania in those institutions, where our youth receives, during a long period its training and in a systematical and comprehensive manner, in order to enter into life in the most prepared manner in all fields.

The quality of the assimilation of knowledge must be a matter of greater concern for the youth committees and organizations, because, despite the noticeable improvements which have been made, although the mass of youths

responsibility toward the mastery of knowledge is being observed, the quality of the assimilation of course work is still not satisfactory everywhere. Of course, the factors which are responsible for these shortcomings and gaps are of different natures, from which the various party levers inside and outside school get their responsibility and tasks. Nevertheless, our organizations of the Union of Working Youth of Albania cannot fail not to see, here, their responsibility. The observation of their activities in schools with a critical eye shows that many youth organizations and forums have shortcomings in the preparation of their educational work for the formation of deep convictions among youths and students about the necessity of assimilating the course work with high quality. Yet all do not understand that the improvement of the quality of work in school demands that school and university youth, too, must increase efforts to assimilate the knowledge presented in school in the best possible manner; this is a guaranty for youths that, after they finish school and devecte their knowledge and efforts to work as workers, technicians and specialists, they will have a great ideological, cultural and scientific formation, will be as skilled as possible professionally, and will be in a position to face the tasks entrusted to them in a competent manner.

The instilling in every youth and student healthy motives for teaching on the basis of revolutionary communist ideals and their serious training to face the present and future requirments for the building of socialism demand that the youth organizations improve their role in regard to the progress of work in schools. Youths and students and their organizations of the Union of Working Youth of Albania have opportunities to give more assistance in improving work quality in schools and, among other things, to express themselves more strongly in regard to the improvement of course work, teaching plans, and textbooks, and to a more complete integration of teaching of science with modern production and to a radical improvement of teaching methods. And, in order that youth organizations will play their role in the best manner possible, it is necessary for them and their members to become a healthy support to the party organizations, to school directorates and to the struggle which is being waged for the best implementation possible of the party directives in the field of education.

The party expects more from our youth organizations in schools, especially, in order to stir up, among young men and young women and youths and students, revolutionary prestige and a healthy spirit so that they will learn to assimilate knowlege and to train themselves for life in the best way possible and in order to create, in them, the deep conviction that the comprehensive training in schools cannot be achieved easily; on the contrary, it can be achieved through labor and sweat and through passion and will power, working with high awareness and great discipline. Our organizations must be seriously concerned when they see that in some of their members, even a few, there exists a liberal spirit or a feeling of satisfaction with little, and when they observe, for example, that grades of five an six prevail in vocational schools and that, as practice shows, the youths who receive such grades, when they begin their lives, lack the necessary orientation in work, will power and skills to overcome the difficulties and, therefore, to fulfill their tasks. They must also develop a decisive struggle against these concepts which have

taken root in certain young men and young women, especially, in the general middle schools, according to which subjects are divided into "diploma" subjects and "second" rate subjects and that, as a consequence, the first are valued and the second are undervalued, as well as against the foreign and bourgeois concept of learning solely in order to insure a good grade so as to increase the average grade, even through intervention; these manifestations are observed, especially, in those people who aim at attending higher schools at all costs.

It is necessary for the educational work of the youth organizations to form, among youths, deep and lasting convictions in regard to the fact that learning is the main task of school youth and not simply to obtain good marks or a diploma but, first of all and mainly, to be trained to respond to the requirements of the present and future development of our society, so as to achieve the objectives of the party for the building of socialism and for strengthening the defense capacity of the fatherland. The youth committees must show a particular concern in their working with the young men and young women in the first years of the middle and higher schools with the purpose of familiarizing them immediately with the educative process and preventing the creation of gaps in the assimilation of subjects. In this direction, good work is being done by the youth committee of the Higher Agricultural Institute in Kamez which, from the beginning of the school year, concentrates its attention in the first years, on two main aims: first, to strengthen the life and activity of the youth organizations so as to place them, from the beginning, on sound work positions and, second, to increase the love of new students for their future professions as agronomists, zootechnicians, veterinarians and agrarian economists. The youth organizations of the middle construction school in Elbasan have amassed good experience in the development of competitions between classes and courses for a qualitative assimilation of knowledge, an experience which the district youth committee will, most probably, extend to other schools in Elbasan.

The propagation of progressive experience of the youth organizations in schools which have not done and are not doing a global and formal work with their members in this field but which stand concretely, in particular cases, in matters of methods and style in the work of youth and students in the process of assimilation of knowledge, remains an important task for all district youth committees and for the Central Committee of the Union of Working Youth of Albania itself. We stress this, because, practice shows that only calls such as "let us learn more and better" and "let us deepen the assimilation of knowledge" are not enough. The issue must be made more tangible both in the analysis of negative phenomena and of their causes and in the finding of the ways for eliminating them.

It is a fact, for example, that a large number of youth and students are not seriously involved in studies and do not study systematically during the entire school year; while, the anxiety and involvement observed during the examination period cannot make up for those shortcomings in the assimilation of materials created during the year. It is also a fact that, when during the examinations, a good grade is obtained, this does not always represent, for everyone, the real level of assimilation of knowledge. Those differences,

not infrequently stressed, which are often met in the higher school or in production among students or workers who have finished their middle school with similar marks, in general, very good marks, reveal that for a category of youths the marks which they had received in the middle school were fictitious. In life, we meet such cases, for instance, the case of the youths who finished the middle industrial school in Shkoder who, although in their certificates they had fourth and fifth categories, in fact, were not capable of doing, in production, even the work of first and second categories. Or, the case of those youths who finished the middle industrial school in Elbasan and the petroleum school in Patos or the youths of some agricultural schools in Mat and Mirdite who also could not justify in work the level of the grades or categories which they had received in schools. Practice also provides us with cases of higher cadres who, when they finish their faculty, have difficulty responding to the requirements of production.

All these phenomena should be taken into consideration by our organizations of the Union of Working Youth of Albania in schools, both in the evaluation and the examination of the concrete situation linked with the level of the real assimilation of knowledge by youths and students and in the documentation of their educational work in this field.

The Eighth Party Congress assigned to our school the important tasks of instilling the love for science and technology in our school youths and students and creating for them the expressions of an independent research and scientific-experimental work. In regard to this purpose, of great value would be the generalization of the experience gained by the departments of petrography, mineralogy, hydrology, the genetics section, viticulture and so forth in their work with students in this direction. The organizations of the Union of Working Youth of Albania also have their role and place in this matter.

However, for the research-scientific activity to really become an organic part of the life of our school, it is necessary that, first of all, the professors of the departments as well as the other links of education and production be more concerned about this matter, as organizers and directors of the scientific work. The youth organizations, too, can and must increase their influence in this field by expanding the independent scientific activity of their school youths and students outside the educational process, especially, through the invigoration of scientific societies and circles which are managed by them. In some schools such as "Nazmi Rushiti" in Peshkopi, "Gjergj Kastrioti" and "Naim Frasheri" in Durres, "Qemal Stafa" in Tirana and "Irakli Terova" in Korce, and in some faculties such as the Economics Faculty, the Medical Faculty and the Political Sciences Faculty, and the physics branch at the Natural Sciences Faculty and so forth, as a result of the careful work of the youth organizations, scientific circles and societies have functioned properly. In these scientific circles and societies, scientific studies and experiments are carried out, often linked with production enterprises; discussions about various scientific issues are developed; regular information on new developments in science and technology is provided; and so forth. Through this activity, youths expand their knowledge, gain expressions of scientific work, and temper their will, determination and conviction in their forces; these are necessary for scientific activities.

We must generalize this experience better, because, still in many schools and faculties, these circles and societies exist only formally.

The fulfillment of the great tasks set forth before our school today is of a great current and future importance. In the evaluation and fulfillment of these tasks, our youth organizations and other levers of the party must always take into consideration Comrade Enver Hoxha's teaching that today's youth, which is having a more and more solid education is, and, in the future, it will be even more, a vanguard force in the implementation of the technical and scientific revolution.

2. Training must be contiuning, even after finishing school

Assimilation by the school and university youth of deep and firm knowledge and the creation among them, beginning in school, of a practical and creative spirit will help youths, from the moment they go out into life as workers, technicians and specialists, to be widely and very rapidly activated in the innovation movement and the technical and scientific revolution.

The orientation of the work of the school toward this objective has had results. A great part of the army of innovators and rationalizers is composed of youths who have finished various vocational schools and courses. Today, 50 percent of the members of scientific nucleuses and 15-20 percent of the participants in scientific councils of the economic enterprises and agricultural cooperatives are youths. They have solved important problems which have been influential in increasing production, improving tecniques and technology, strengthening the system of savings, increasing exports and reducing imports. In many youth organizations, especially, at the "Enver Hoxha" autotractor combine in Tirana, the vehicle workshop in Shkoder, the "Petro Papi" plant in Korce, in the enterprises for the production of various articles in Elbasan and Pogradec and elsewhere, there are many distinguished young men and young women innovators who, as a result of their work, have become examples for the others. The number of the new specialists, who are being activated in solving important technical, technological and agronomical problems, is increasing.

Life is proving that the expansion of the technical and scientific revolution, as an objective factor, has put in motion a great mass of people, including new workers and specialists; it aroused their interest in the assimilation of scientific knowledge and in experimentation in a more thorough manner. Nevertheless, this process must be expanded in order to respond to the fulfillment of the great tasks of the new five-year plan, because, as stressed at the Eighth Party Congress, "now opportunities have been created, along with improvements of rationalizations and innovations, to pass gradually to a wider front of greater improvements and transformations so that they will bring about more radical changes to the advantage of production, of technical equipment, of technological concepts or of the organizational forms, not only in special units and plants, but also in entire branches" (Enver Hoxha, "Report to the Eight Congress of the Albanian Workers Party," p 149).

The army of new workers has its own responsibility in these tasks. In the bosom of the youth organization there is a considerable number of specialists

with middle and higher education and with great skills who, courageously, must participate in the movement of innovations and rationalizations, involve other groups of youths in research and scientific works, and activate them to solve various problems of production. We stress this, because, at a time when innovation has become a characteristic of our time, our attention must be called to the fact that although a great number of young men and young women work in certain plants, workshops and agricultrual cooperatives, although only a limited number participate in scientific nucleuses and councils and, even, these are not all activated in important experimental and innovative work.

Practice shows, and suggests, that the activization of youths in the innovative movement and the development of the technical and scientific revolution must not be abandoned solely to the initiative and desire of everybody. It needs encouragement, organization and management. And, this is the duty, first of all, of the leadership organs of the economic enterprises and agricultural cooperatives. For example, at the enterprise for the production of metal products in Shkoder, where production continues to be very much in the artisan stage, youths know the problems of the enterprises in this field, discuss them and, even, express their opinions and show their readiness to participate in their solution, but they lack concrete action and activization. It is a different situation in the machine plant in Stalin City or the workshop for lamps in Vlore, where youths have the conditions for discussing, making innovations and executing them.

Of course, the youth organizations in the economic enterprises and agricultural cooperatives are also obliged to play a great role in this matter, both by encouraging and generalizing the good example and by keeping a critical attitude toward those young men and young women who hesitate to become involved in innovative movements and in the technical and scientific revolution, or who do not make efforts to complete the work which has been started. If this was done properly by our organizations, a greater struggle would have been waged against the erroneous attitudes of those cadres who think that, as youths have little work experience, youths are not in a position to be enrolled in the solving of important problems of the technical and scientific revolution; therefore, they suggest that youths "be given some minor tasks just to keep them busy."

There are many examples showing that many young men and young women are enrolled in and make a valuable contribution to research and design works and to scientific experimentation for the production of machines and pieces of equipment for the construction of new plants, for the production of machines for mines and the mechanization of agriculture, for the production of hybrids in agriculture and the new lines in livestock breeding and so forth, especially, in the implementation of the new discoveries of science in large production, where this great and capable force has been evaluated, encouraged and entrusted with concrete tasks. Convincing, in this direction, is the example of the group of designers of machines for the expansion of the production capacity of the Maliq sugar combine, where the average age is 27 years. Good examples also exist in some agricultural enterprises. The youths of the agricultural cooperatives in Plase, Kemishtaj, Lapardha, Cakran

and in other places are encouraged and activated to participate actively in cooperation with specialists of the economy and with the workers of the scientific agricultural institutions in scientific experimentation for the regionalization of the new kinds and varieties of crops, for determining the best schedules for sowing crops and for their rational fertilization and so forth, which have led to a noticeable increase of yields.

The great tasks assigned by the new five-year plan for the further intensification of the economy and for making it rely more strongly on science and progressive technology require the extension and expansion of the entire research, experimental and scientific activity which will be achieved by the most active participation of youth. Great tasks are assigned, especially, to the youth organizations of the plain and coastal areas in which the intensification of agricultural and livestock production will be developed on a priority basis. The systematization and draining of fields according to scientific criteria, the implementation of progressive technology in the cultivation of agricultural crops, the execution of complex mechanization, and the cultivation of new kinds of crops with high quality yields and indicators require a broad experimental work in which our youth must have an important place.

However, correctly evaluating the need for the encouragement of youth and organizing work for a broad involvement of the youth in the implementation of the new discoveries of science in large production, in the innovator movement and in research and scientifc-experimental work, the problem of skills of youths and of their further and continuing training must be handled with the same anxiety, attention, interest and determination. This issue becomes even more acute if we take into consideration the fact that the solution of a number of problems dealing with the intensification of production, with the complete and effective use of production capacities, and with the increase of labor productivity and of production quality require workers with broad culture, with deep knowledges and with high vocational training, while many workers, including many young men and young women, do not possess these qualities at the proper level.

Today, more than 111,000 young men and young women and 160,000 young men and young women cooperative workers participate in the production process; all the opportunities have been created for them to improve their training and to assimilate better and better modern technology and advanced agrotechnology; however, despite efforts to use these opportunities, still one observes disproportions between the higher level of techniques and technology in production and their level of vocational training. This is observed in many branches of our economy, such as the chemical industry, the petroleum industry, metallurgy, the electric industry and the machine industry; this is the result, first of all, of the low educational and technical level of our youths. For example, in the petroleum sector, only 30 percent of workers have an education above the 8-year school; in the mining sector, 12 percent; in geology, 8 percent and so forth. This disproportion is even more emphasized in agriculture, where only 7.5 percent of the members of the cooperatives have amiddle education. And, we must take into consideration that young workers make up a considerable part of the collectives of these sectors.

Disharmony also exists between the individual category of workers and that of the place of work. At the drilling and exploitation enterprise, for example, the average category of workers is 2.7, while that in the workplace it is 3.2. In metallurgy, the average individual category of youths is 2.8, while the category of the workplace is 3.63 and so forth.

The circle of organisms, organs, institutions and of organizations interested in the continuing training of workers, including the young workers, is quite broad; therefore, the coordination of the work of all levers, under the leadership of the party organizations, also constitutes a necessity. Therefore, in this framework, the organizations of the Union of Working Youth of Albania have great tasks, both of a general character and of a specific character.

It is know that, under the care of the party, a system of schools of different profiles, without absence from work, have been created and many courses of training and of specialization at the national level and at the level of the district, and in every enterprise and agricultural cooperative, are functioning. The main point is that all these forms of education and of training must be properly utilized. For this purpose, it is necessary for the youth organizations, under the leadership of the party organizations, to carry out a greater clarifying and convincing work with young men and young women in regard to the need to attend schools and training courses and in regard the proper assimilation of their program in the struggle against those erroneous thoughts among youths who see attendance in schools and courses solely as a means for obtaining a higher category and for getting a higher salary, and not as the road to assimilate new knowledge and to become more skilled in order to do their duty.

The youth organizations must encourage their members to use other training forms. It would be of great value, for example, if our young men and young women would study technical and scientific literature since it is known, that in our country, every year, dozens of such books are published and distributed with a circulation of more than 100,000 copies. It is a fact that for propagandizing and studying these books, a great work is being done, especially, by the youth organizations in Korce, Berat and Shkoder districts. Nevertheless, there is no room for self-satisfaction. In Tirana City, for example, although young men and young women make up 19 percent of workers who are members of libraries, only 5.3 percent of them have taken out technical and scientific books. At the Patos library, only a small number of young men and young women take out such books from the library, at a time when this city has hundreds of new technicians, specialists and engineers.

These data, although partial, show that the organizations of the Union of Working Youth of Albania have not yet been able to execute, everywhere, a healthy and persistent education of our young men and young women in regard to the necessity of continuing study throughout their life; and, they are not finding effective forms to control this study. The experience of the best organizations show us that all opportunities exist to increase youth's interest in technical and scientific books in a noticeable manner and to

convert the young people's study into an important factor for improving their technical level. At the tobacco-cigarettes plant in Shkoder and the "Myslim Peza" agricultural cooperative in Tirana, the number of young men and young women who read technical and scientific books has been greatly increased, because, the youth organizations are entrusting their youths with concrete tasks.

Therefore, the training and activization of youths in innovation movements and in the development of the technical and scientific revolution set forth a number of important and concrete tasks for our working and cooperativist youths and for the new specialists in all fields.

The experience of the best organizations show us that the organization of the Union of Working Youth of Albania, together with the other levers of the party, has the opportunities, through concrete and coordinated measures, to encourage and mobilize the new generation to attend courses and schools with effectiveness, to listen to lectures and discussions, to read books and manuals, to become skilled in order to fulfill the tasks and, in this framework, to participate more broadly and more competently in the innovation movement and in the development of the technical and scientific revolution.

The party teaches us that scientific education is a part of the communist education of youth and that innovation has become a characteristic of our time, among other things, because, it is necessary for everyone everywhere to work according to modern techniques and technology which insure higher indicators of production. And, to master and use these techniques and new technology and all the more, to influence and contribute to their further progress, it is necessary to increase the struggle for a more thorough assimilation of knowledge in school and outside school and for the better implementation of this knowledge in production activities. Our organizations of the Union of Working Youth of Albania find, in this field of struggle and work, their place and role and, under the leadership of the party, they are struggling to better fulfill the tasks entrusted to them.

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CHAPTER 77 DOCUMENT ON RELIGIOUS PERSECUTION

Rome LISTY in Czech No 2, May 82 pp 27-28

[Statement signed by Dr Radim Palous, Anna Marvanova and Ladislav Lis, spokesmen of Charter 77, and Vaclav Maly, member of the collective of spokesmen of Chapter 77]

[Text] Document of Charter 77 No 11/82, addressed to CSSR President Dr Gustav Husak, the CSSR Federal Assembly, the CSSR Deputy Prime Minister Dr M. Lucan, and K. Hruza at the Ministry of Culture, Prague.

Protest of Charter 77 against the violation of laws concerning religious life (especially of the Catholic Church).

Repeated government statements as well as a declaration of the presidium of the priestly organization Pacem in Terris allege that the legal position of the Catholic Church within Czechoslovak society has been regulated fairly and that the church's activities always meet the understanding of the state organs which respect the church's mission and the specificity of its work--see speeches delivered by Matej Lucan, deputy prime minister of the Federal Government, and Zdenek Adler, secretary general of Pacem in Terris, in Banska Bystrica on 12 November 1981 and a radio interview (on the World 81 program) on unlimited possibilities for the Catholic Church in the CSSR with Ladislav Pokorny, former dean of the Faculty of Theology in Litomerice.

In contrast to all this, however, we point out certain facts which violate Article 32 of the Czechoslovak Constitution concerning religious freedom and Article 18 and 19 of the Covenant on Civil and Political Rights (No 120-76 of the Collection of Laws). Generally, one can observe a further escalation of the antireligious campaign. For example, in courses for the health personnel in North Moravian Kraj the instructors emphasize the lack of scientificity of religion. The activity of school principals against religious instruction and the registration and classification of pupils according to their religious beliefs are carried out more and more systematically. The discrimination of citizens for the expression of their religious beliefs persists. The possibilities to publish religious literature are more and more limited. Czech Catholic Charities, the only institution which is allowed to publish on behalf of the Catholic Church, produced a single book on theology and a hymnal in 1981. The only specialized periodical, SPIRITUAL PASTOR, is of a relatively

low level and does not inform its readers of the situation of theological research abroad. The weekly KATOLICKE NOVINY is a tool for propaganda of the state policy and prints more distorted political information than real stories from religious life in Czechoslovakia and abroad. The situation at the Theological Faculty in Litomerice is ever more depressing. The teachers do not have--obviously on purpose--the necessary qualifications and the appointment of professors is for all practical purposes in the hands of the Secretariat for Church Affairs of the Czech Ministry of Culture. Of the 60 registered applicants for the study of theology only slightly over half were admitted in 1981. Among the excuses for rejection were contact with monks, insufficient information about the application or, contrariwise, too much information. In Bratislava 12 theology students were expelled from further study last year. They were identified as the organizers of a hunger strike in October 1980.

A forceful, legally unjustified dispersal and prevention of activity by religious orders in Czechoslovakia in 1950 has not been corrected. On the contrary, persecution of members of the religious orders persists and propaganda aimed against the religious orders is on the increase (see an article by Dr Bohuslav Cizek, "The Role of the Religious Orders in the Politics of the Roman Catholic Church," in BEZPECNOST [Security] of 1 October 1981). There is a growing pressure on priests to join the progovernemnt-sponsored organization Pacem In Terris which, however, is not legalized by the Roman Catholic Church. Criticism of Pacem in Terris is understood as an indirect attack on "socialist coexistence and on the regulation of relations between the state and the churches. Such attacks will be fully answered" (M. Lucan in the abovementioned address). A similar idea was expressed by Partsch, a staff worker at the Secretariat for Religious Affairs, at a meeting of Pacem in Terris in Olomouc in October 1982. More and more young people are being investigated. The same applies to their alleged leaders, held to be instigators. One reason given for these investigations is religious assembly.

In the first place, however, we must raise our voices in defense of those who were and still are being prosecuted and imprisoned for their religious activities. Without exaggeration one can state that 1981 was a year of religious trials. On 24 November 1981 the Kraj Court in Ostrava confirmed a sentence passed by the Okres Court in Olomouc against Catholic priests and laymen Jaroslav Krumpholec, Frantisek Lizna, Josef Vlcek, Josef Adamek and Rudolf Smahel. The real reason for their trial was the publishing and dissemination of religious literature (even though this literature could not in the least be considered as antistate). Both courts, however, based their judgments on Article 118 of the Penal Code concerning unauthorized gainful enterprise (in their testimony, the defendants stated that their activity was not for profit; on the contrary, often it had to be subsidized from their own pockets) in order to hide the real reason for sentencing these people and to give the case the character of an economic crime. Jesuit Father Frantisek Lizna was sentenced on 21 January 1982 to an additional punishment for alleged criminal activity under Article 112 of the Penal Code (harming the interest of the republic abroad). In September, at a trial in Louny, Father Josef Kordik who continued to carry out his pastoral duties because the cancellation of the state permit was not communicated to him through legal channels, received a suspended sentence. In July 1981, Father Jaroslav Duka, a Dominican and a worker at the Skoda Plant, was arrested. In November 1981 he was sentenced to 15 months

when it was proven that he performed on a single occasion a liturgical service without state permit. The Kraj Court confirmed the sentence on 19 February 198?. In connection with the case of Father Duka, the security forces attacked a charity house in Kadan occupied by approximately 80 retired Dominican nuns on 27 October 1981. The police numbering 40, armed and accompanied by dogs, was led by a secretary for religious affairs. The search continued further during the second day. The police confiscated two typewriters, two mimeograph machines for which the house held an official permit, official and samizdat religious material (again without any antistate content) and mimeographed prayer books for everyday prayer. The negative effect of this violent act forced the organs to disseminate disinformation and fabricated reports (they talked about a large number of illegally acquired objects of value, the presence of six Poles, a transmitter, etc). On the same day, a similar action was undertaken by security organs at the home for retired priests in Moravec.

This action was carried out by 120 police and militiamen with dogs. The home is occupied by old retired priests who are being cared for by nuns. Again, religious literature was confiscated. Some of this literature was published through self-help (it would be difficult to classify these cases as samizdats in the conventional sense). In several cases, the police confiscated personal items and Tuzex vouchers which were given to the home legally by the capitular consistory in Brno. Once again, defamations and slander were used. A day later (29 October 1981), searches were conducted at the rectories in Hostka near Litomerice, Steti and Becov near Most Father Radim Hlozanka, the administrator, was arrested. His mimeographing machine and religious literature were confiscated. After 3 months of detention, Father Josef Barta was released in Liberec in February 1981. However, he is being prosecuted while at liberty for disseminating theological essays and conducting seminars for those interested in theology.

The official evaluation of religious literature is being made through the "expert" opinion of Dr Jaroslav Hajek from the Secretariat for Religious Affairs in Prague. In this opinion, for example, any transcription of a legally published biblical text for any reason, including private need, is considered a crime. In such a case Law No 92 of 1949 concerning non-periodic literature or Article 178 of the Penal Code on avoiding control over churches may be applied.

In Slovakia, too, the persecution of priests and laymen is on the rise. The sentencing of priests--Father Anton Zlatohlavy, Father Gabriel Povaly, Father Stefan Javorsku--and of the layman Gunter Rompf demonstrate the overall attitude by state organs toward the activity of the Catholic Church. Other facts characterized by brutality and sadism must be added to the latter. At the end of October, four "unidentified" men took away Stanislav Adamek, a 20-year old son of the condemned Josef Adamek, from his workplace. They took him to the woods near Tisnov where they threatened to kill him, administered a brutal blow to his head and splashed him with butyric acid. They forced him to run in front of their car and twice made an effort to run him over. Then they left and Stanislav Adamek had to walk 20 kilometers at night before reaching a railroad station. Two cases of "suicide"--of Engr Coufal and Pavel Sanda--have remained unexplained or have been insufficiently explained. Such a state of affairs naturally increases the lack of confidence regarding the assurances and festive proclamations by the state organs concerning the creation of a new society in which all will be equal regardless of their origin and faith. What distorts among other things in our country the letter and spirit of the laws and officially adopted agreements and covenants concerning religious freedoms are not always necessarily existing laws but their arbitrary interpretation.

As an illustration we can offer the official commentary to the Czechoslovak Penal Code. The Czechoslovak judicial practice in judging criminal acts is guided not by the overall meaning of all legal documents (the Constitution, covenants, laws, etc), but only by a commentary on this or that article used in the case. As an illustration we can offer commentaries concerning Article 178 (on avoiding control over churches and religious orders) which do not fully conform to Article 18 of the Covenant on Civil and Political Rights which, after being approved by all pertinent authorities, became law on 23 March 1976. For comparison we list several "commentaries" as they were published in the official guide for interpreting the Penal Law (TRESTNI ZAKON-KOMENTAR, Prague, 1980) pp 607-608, We quote: "Article 178 states: He who plans to avoid or to make more difficult the execution of control over churches and religious orders violates the provisions concerning the economic (underlined by us) security of the churches and religious organizations will be sentenced to 2 years in prison or fined. From the implementing explanations: state control over churches and religious orders is based on the principle that clergymen can execute their duties only if they possess a state permit and only if spiritual, preaching and similar activity carried out by persons who have state approval and took an oath. Furthermore, prior state approval is necessary for each appointment and election to a function whose execution is classified as spiritual or similar activity. From the point of view of responsibility for a criminal act according to Article 178 it does not matter whether the action of the perpetrator is related to the activity of a permitted or prohibited church or religious order. Such a criminal act can also be committed by persons who engage in spiritual activity or who preach but are not clergymen of a church or a religious order or those who engage in activity that interferes with state control over churches and religious orders." As illustration let us recall that there are cases in which the court considered a discussion on a religious topic or joint prayer in a private apartment as a criminal act under Article 178 (justification: This was a "spiritual activity" in which the circumstances prevented state control).

Charter 77 calls the attention of the competent organs to gross violations of the Czechoslovak Constitution, international covenants and agreements in the area of religious freedoms and demands that all cases of illegal religious repression and persecution be remedied. It also demands that Czechoslovak laws in effect which restrict international covenants and human rights be at least accompanied by commentaries and implementing explanations in order to prevent the actual liquidation of religious freedoms guaranteed by our Constitution and covenants and conform to their letter and spirit.

Prague, 10 March 1982

To the attention of Pope John Paul II at the Vatican; Cardinal Frantisek Tomasek, Prague; Pacem in Terris organization.

1277
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REQUIREMENTS, CONDITIONS, SUBJECTS OF MILITARY SCHOOLS DISCUSSED

Prague LETECTVI & KOSMONAUTIKA in Czech Nos 16-25, 1981 and No 9, 1982

[No 16, 1981 pp 613-615]

The Gallery of Military Schools

The army of today is an immensely complex organism, in which the impact of the revolution in science and technology is more evident than ever before. Military service as a career comprises hundreds of the most diverse professions. The army needs commanders and political workers qualified to direct the training and education process, pilots able to fly aircraft at three times the speed of sound, and electronics and radar specialists. It also needs rear services workers and technicians, doctors, communications and computer specialists, and highway, railroad and bridge builders. Nor can the army dispense with air traffic controllers, transportation controllers, and hundreds of specialists of other kinds.

In the first article in this series we wish to provide general information about the opportunities for elementary- and secondary-school students to continue their studies in military schools.

Military schools are an integral part of the Czechoslovak educational system and include three forms of study. Military secondary schools are the first form. They are subdivided into military specialized secondary schools, military high schools, and military career specialist schools. Next there are the military colleges for engineering, university-level studies, and economics. And finally there are the so-called temporary forms of training, such as the two-year officer schools, one-year officer schools, and civilian youth courses that are either one-year courses to prepare for the secondary-school final examination or courses for women.

The military schools educate and train highly qualified cadres for the needs of the CSLA [Czechoslovak People's Army]. Hence it follows that the system of military schools is based on the need to provide the political, general, military and professional education required to serve as officer or NCO in the CSLA.

The military schools are selective schools. Applicants are selected from among civilian youths, and servicemen in active service, substitute service or in the reserve. All must meet the following requirements: Czechoslovak citizenship; political, moral and character traits demanded of students of military schools; successful completion of the appropriate level of formal education; good health and

physical fitness; appropriate knowledge and abilities, demonstrated in the admission proceedings, for successful study in a military college or military secondary school.

The education gained at a military school is of equal social value to the education provided by similar levels and types of civilian schools. The certificates and diplomas issued by military schools, and the scientific degrees and scientific-pedagogical titles conferred within the competence of the Ministry of National Defense are valid statewide, similarly as the documents issued by civilian schools and institutions.

The secondary military schools are an integral part of the entire system of military education. They train cadres for the CSLA and comprise two types of schools: military high schools, and military specialized secondary schools; they select their students from among youths completing the eighth or ninth grade of elementary school.

The military high schools have traditions of long standing in providing secondary education for future students of military colleges. The objective of four years of study in a military high school is to prepare students for study at military colleges, particularly at the Trice Hero of the CSSR and Hero of the USSR General of the Army Ludvik Svoboda Ground Forces College (Vysoka vojenska skola pozemniho vojska trojnasobneho hrdiny CSSR a hrdiny SSSR armadniho generala Ludovika Svobody) in Vyskov na Morave; at the CSP [Czechoslovak-Soviet Friendship] Military Engineering College (Vysoka vojenska technicka skola ceskoslovensko-sovetskeho pratelstvi) in Liptovsky Mikulas; and, in limited numbers, at the SNP [Slovak National Uprising] Air Force College (Vysoka vojenska letecka skola Slovenskeho narodniho povstani) in Kosice that offers a four-year curriculum for training air force pilots as officer-engineers.

Students completing elementary schools can study at the Jan Zizka z Trocnova Military High Schools in Prague, Moravska Trebov and Opava, and at the SNP Military High School in Banska Bystrica.

The Jan Zizka z Trocnova Military High Schools, and the SNP Military High School offer graduates complete secondary education and prepare them for study at military colleges. Education and instruction are based on the high-school curricula approved by the CSR and SSR ministries of education, with special emphasis on the natural sciences and adapted to the needs of the CSLA. Studies at military high schools take four years and end with a final examination in Czech or Slovak, Russian, mathematics and, according to the student's choice, in civics, physics, chemistry, descriptive geometry or biology and geology.

Should the graduate of a military high school be declared unfit for study at a military college, he has secondary education of full value, qualifying him for a career in the national economy, public administration or culture, pursuant to Section 8, Paragraph 1, of Law No 63/1978 Sb On Measures Pertaining to the System of Elementary and Secondary Schools. On the basis of his acquired education, the graduate of a military high school may continue his studies in a civilian college, provided he meets the requirements for enrollment in the given higher educational institution, as set by the ministries of education.

The military specialized secondary schools (VSOS) offer wide opportunities for elementary-school students wishing to acquire full military specialized secondary

education. This applies primarily to applicants who are interested in various technical and economic branches of study and intend to become professional NCO's. Instruction and education at the VSOS's is based on the curricula that the republic ministries of education approved for specialized secondary schools, adapted to the needs of the CSLA. These schools prepare NCO's in various branches of study and specialties.

The VSOS in Presov trains applicants for duty as technicians in the air force engineering service, the airfield technical service, in radio-engineering support for the air force, and in the air force meteorological service. The VSOS in Liptovsky Mikulas, for duty as officers and technicians in the state air defense system, ground forces air defense system, and radio-engineering troops air defense system. The VSOS in Martin, for duty as officers and technicians in the artillery, army engineer troops, and armament service. The VSOS in Nove Mesto nad Vahom specializes in electrical engineering and trains radio technicians, telecommunications technicians, operations technicians and computer technicians (division into specialties occurs only after the completion of the second year). The VSOS in Zilina trains for duty in the food and forage supply service, equipment service, fuels and lubricants service, and health service. The VSOS in Valasske Mezirici trains officers and technicians for the chemical, railroad and highway troops. The VSOS in Nitra trains technicians for the tank and motor vehicle service. And the Vit Nejedly Military Music School in Roudnice nad Labem trains military musicians. Applicants for admission to VSOS's are selected from among students of the ninth and eighth grades of elementary school who meet cadre requirements and whose state of health guarantees that they will be able to perform military service. However, only those students can be accepted who will be 15 by 15 July of the year in which they complete the eighth grade and will not be older than 16 in the year they start their studies in a military school.

Applicants for admission must undergo entrance examinations that usually are held in March of the calendar year. The written tests are in the native language (Czech or Slovak) and mathematics, and there is a practical examination in physical education to check physical fitness. The scope of the tests corresponds to the material covered during the first semester in the attended grade of elementary school. The curriculum includes general education subjects: the native language, Russian, mathematics, physics, chemistry, and physical education. Furthermore there are social-science subjects that include the history of Czechoslovakia and of the Czechoslovak Communist Party, Marxist philosophy, political economy, scientific communism, the Marxist-Leninist teachings on war and the army, and party-political work within the CSLA. This is followed by basic military training with instruction in the military rules and regulations, closed-formation drills, training in the use of firearms, and the study of special military subjects in accordance with the nature and mission of the military school. During the first three years and the first semester of the fourth year, the students are civilians. In the last five months of their fourth year--i.e., from 15 February through 15 July--the students are in substitute military service.

Winter, mid-term and spring vacations are planned for the students each year and are of the same duration as vacations in the civilian secondary schools. The summer vacation is six weeeks. During vacations and on leave to visit parents, students may wear civilian clothes.

VSOS students receive free room and board, clothing and study aids. In addition, they get a monthly allowance of 50 korunas. The allowance of those students who

attain an "excellent" grade for the year is increased to 75 korunas per month during the next school year. While the students are at school, their parents can collect family (educational) allowances and claim income-tax exemptions.

Studies end with a final examination in the native language, Russian, and two special subjects.

The military schools offer opportunities for all-round political, cultural and social self-fulfillment. Useful public work of the students of military colleges, two-year officer schools, military high schools and VSOS's can take place primarily at sponsoring enterprises and schools, in Pioneer and Socialist Youth Union organizations, and within Svazarm [Union for Cooperation with the Army]. Sports activities are organized within the sections of the Dukla Military Athletic Association.

VSOS graduates are trained for duties as NCO specialists within the CSLA. But it may happen that during active service the hospital military committee will reclassify them as unfit for military service for reasons of health. The provisions of Section 9, Paragraph 1, of Law No 63/1978 Sb On Measures Pertaining to the System of Elementary and Secondary Schools apply to VSOS graduates wishing to change to civilian careers in the national economy, public administration and culture. The certificates that a VSOS issues to its graduates is proof of educational qualifications at the level of secondary industrial schools.

Among the military higher educational institutions belong first of all the military colleges that offer university-level education and training. Among them the Klement Gottwald Military Political Academy (Vojenska politicka akademie Klementa Gottwalda) in Bratislava trains, in four years of study, cadres for the political apparatus of the CSLA. The Jan Evangelista Purkyne Military Medical Research and Postgraduate Training Institute (Vojensky lekarsky vyzkumny a doskolovaci ustav Jana Evangelisty Purkyne) in Hradec Kralove trains cadres in general pharmacy in four years of study, dentists in five years of study, and general practitioners in six years of study. The Military Department at Charles University Faculty of Physical Education and Sports (Vojensky odbor pri fakulte telesne vychovy a sportu University Karlovy) in Prague trains physical education officers for the CSLA, in a four-year curriculum.

The military engineering colleges are another type of military higher educational institutions. The SNP Air Force College in Kosice offers namely four-year courses for aviation officers, navigators and pilots, and five-year courses in military engineering, aviation mechanical engineering, and aviation electrical engineering.

The CSP Military Engineering College in Liptovsky Mikulas has four-year curricula for officer-engineers specializing in signals, the state air defense system, and the ground forces air defense system; and five-year military-engineering curricula specializing in the state, ground forces and radar air defense systems.

The General of the Army Ludvik Svoboda Ground Forces College in Vyskov na Morave offers four-year curricula to train officer-engineers for motorized rifle troops and reconnaissance, armor, army engineers and the artillery, a military-engineering curriculum, and a curriculum in military chemistry.

The Antonin Zapotocky Military Academy (Vojenska akademie Antonina Zapotockeho) in Brno offers five-year curricula in armor, motor vehicles, armament engineering, armament electrical engineering, mechanical engineering for army engineer troops, and

also in geodesy and cartography, electronic computers, military communications equipment, the construction of surface and underground military structures, military civil engineering, and military meteorology.

The last in this group of military higher educational institutions is the Military Faculty of the Transportation and Communications College (Vojenska fakulta vysoke skoly dopravy a spoju) in Zilina. It offers five-year military-engineering curricula in the construction and repair of railroads, in the construction and repair of the highway network, in military rail transport and military highway transport.

And who is interested in studying economics can apply for admission to the Hero of the CSSR Jan Sverma Military College of the Rear and Technical Support (Vysoka vojenska skola tyloveho a technickeho zabezpeceni hrdiny CSSR Jana Svermy) in Zilina. The four-year military economics curricula specialize in the supply of fuels and lubricants, food and forage supply, supply of equipment, and finance.

Every applicant for admission to a military college must submit his hand-written application at the okres (district or municipal) military administration, in the locality where he completed secondary school. All applicants undergo admission proceedings at the chosen military college. These admission proceeding usually are held in June and July of the calendar year. The scope of the tests corresponds to the material covered in high school or secondary industrial school. Students selected from among civilian youths perform substitute military service during the first five months of study and thus complete their compulsory military services during their studies. On their request, students of military colleges are accepted to serve as professional soldiers, effective the day following the completion of their substitute service. Simultaneously they are given the rank of master sergeant. During the period of their studies, students of military colleges receive free room and board, clothing (including laundering and mending), items of equipment, study aids, textbooks, and lecture notes. The gross monthly pay of students as professional soldiers is 900 to 1300 korunas during the first four years, and an average of 1500 korunas in the fifth and sixth years.

The rights and obligations of the students are determined by the regulations and curricula. In principle the rights and obligations do not differ from those for students of any civilian higher educational institution.

The graduates of military colleges are awarded titles pursuant to Sections 41-44 and 95 of Law No 39/1980 Sb on Higher Educational Institutions. Thus the graduates of military colleges have the same rights and obligations as graduates of civilian higher educational institutions, especially when it comes to educational qualifications for a civilian job. The education gained at military colleges qualifies their graduates not only for functional positions in the CSLA but also for civilian employment for which higher education is a requirement. They can work in those sectors of public administration, in the national economy, in cultural organs, organizations and institutions, and in other areas of employment where they are able to put to good use not only their special training in military college, but also their organizing ability developed in the CSLA.

Every young officer graduating from a military college who approaches his professional military service with responsibility and proves himself in his assigned duties

has opportunities for rapid advancement in the army in terms of assigned duties and hence also of rank. After five years of practical experience with the troops, the graduates of military colleges are able to undertake two to three years of postgraduate study to further their knowledge as engineers, technicians or economic engineers, which in principle is a prerequisite for gaining higher functions within the CSLA. In other words, this ensures the conditions for advancement in functions and thereby also in rank. The opportunities for advancement and for social self-fulfillment are undeniably greater and faster than for graduates of civilian higher educational institutions.

[No 17, 1981 pp 652-653]

SNP Air Force College, Kosice

The Czechoslovak air force is one of the services of the CSLA. Its assigned mission is, among other things, to protect the air space of our socialist fatherland, in case of combat to provide air cover and support for the ground forces and to defend vital installations, and to fulfill other tasks pertaining to its mission. Successful fulfillment of these tasks in any season and at any time of day, even in bad weather, depends to a considerable extent not only on the proficiency of the flight crews, but also on the reliable preparation of aircraft and aviation engineering support equipment. Flight safety, and thereby the successful completion of a training or combat mission, depends on the reliable operation of aircraft and aviation engineering support equipment, which in its turn is directly related to the responsible, accurate and conscientious work of the aviation personnel on the ground.

In this issue we present the SNP Air Force College in Kosice, which trains cadres with higher education, for the Czechoslovak air force. It is continuing on a higher level the long-standing traditions of the previous military aviation schools that trained an entire series of officer pilots and aviation support specialists, including the first Czechoslovak cosmonaut, Lt Col Engr Vladimir Remek, Hero of the CSSR and USSR.

Since 1973, the Air Force College bears the honorary name of the Slovak National Uprising. For its persistently good results in training new flight personnel and aviation engineering support specialists, the school was awarded the Order of the Red Star, the decoration "For Contributions to Development," the medal of the CPCZ Central Committee commemorating the 30th anniversary of Czechoslovakia's liberation by the Soviet Army, and the Honorary Badge, Grade 1, of the Czechoslovak-Soviet Friendship League, for fostering Czechoslovak-Soviet friendship. The SNP Air Force College also received a number of commendations from the okres and kraj party and state organs.

The SNP Air Force College enrolls students with completed secondary education (i.e., students who have passed their final examination), servicemen and NCO's in active (or substitute) service, and servicemen and NCO's in the reserve. It trains aviation officers with higher education. The four-year curriculum for aviation officer engineers is specialized for pilots of various types of airplanes and helicopters, navigators, staff workers and officers of command posts.

The five-year curriculum in aviation mechanical engineering is specialized into aviation engineering support and airfield engineering support, while the curriculum

in aviation electrical engineering is specialized into aviation engineering support and aviation radio-engineering support.

The question arises as to what is the content of the individual branches of study that can be pursued at the SNP Air Force Academy.

The aviation officer-engineer curriculum for pilots and navigators trains graduates to serve as officer-pilots and navigators with units and formations of the air force. This is a four-year curriculum that from the second year on involves practical flight training in subsonic and supersonic airplanes and in helicopters, in accordance with the students' specialization. Besides social-science, general-education and general-engineering subjects, the curriculum includes special military subjects such as, for example, air navigation, air combat, parachute training, aviation tactics, the theory and design of aviation engines, the theory and design of aircraft, the electronic equipment of airplanes, etc.

The four-year aviation officer-engineer curriculum trains graduates for duty as officers in command and organization functions related to the planning and control of air operations, at air force units and formations. Besides social-science, general-education and general-engineering subjects, the curriculum includes particularly tactical training, air navigation, the theory of command and control, the design and operation of aviation equipment, equipment for the mechanization and automation of command and control, etc.

The five-year aviation-engineering curriculum in mechanical engineering and aviation engineering support is intended to train officers for duties in the operation and repair of aircraft, at air force units and formations. Besides the social-science, general-education and general-engineering subjects, the curriculum includes such special military subjects as aerodynamics, the theory and design of aviation engines and aircraft, the operation, maintenance and repair of airplanes, etc.

The purpose of the five-year aviation-engineering curriculum in mechanical engineering and aviation engineering support is to train highly qualified officers with higher education in airfield engineering support and trained for command and technical functions at aviation engineering formations. For this reason the curriculum includes--besides the social-science, general-education and general-engineering subjects--particularly special military subjects such as automatic control systems, the principles of engineering production, the design, repair and maintenance of motor vehicles, airfield and construction machinery, the construction, maintenance and repair of airfield areas, the organization and control of material and technical supply by means of electronic computers, etc.

The five-year aviation-engineering curriculum in electrical engineering and radio-engineering support trains graduates for duty as officers at aviation units and formations in the area of radio-engineering support of the state air defense aviation. Besides the social-science, general-education and general-engineering subjects, the curriculum includes electronics, radionavigation, radar, the theory and design of ground radio-engineering equipment and signal lights for the support of air operations, the servicing, repair and maintenance of such equipment, etc.

General conditions have been set for admission to a military college, and these apply also to the SNP Air Force College. We have acquainted our readers with these

conditions in the preceding issue of our journal. Because study at a higher educational institution is involved, completed secondary education is a requirements, and the applicant must not be over 24 the year he starts his studies. (If he is applying for admission to the four-year officer-engineer course for pilots, the age limit is 21.)

The application for admission to the SNP Air Force College can be submitted at any (okres, district or municipal) military administration but it is best to submit the application to the military administration on whose territory the applicant completed his secondary education.

All applicants who are recommended for admission to this school must undergo entrance examinations that the commander of the SNP Air Force College usually schedules for the second half of June or the first half of July. In the entrance examinations the applicants are tested in secondary-school mathematics and physics, and also in physical education to check their physical fitness. At the close of the admission proceedings there is a private interview with each applicant. The scope of the knowledge tested in the entrance examinations corresponds to the material covered in high school or secondary industrial school.

Besides meeting the general requirements, applicants for training in any category of flight personnel must present a certificate, confirmed by the Institute of Aviation Medicine (Ustav leteckeho zdravotnictvi) in Prague, that they are fit to undergo flight training. At this point readers wishing to apply should be advised that the organs of the local military administration will first send applicants for preliminary selection to a military hospital that will tentatively determine the applicants' fitness for study at the SNP Air Force College. On the basis of a favorable finding by the military hospital's medical committee, the local military administration will send the applicant at the agreed time to the Institute of Aviation Medicine, for special medical tests that usually require three days. Before sending the applicant for these tests, the organs of the local military administration will explain to the applicant the purpose of the test and what they involve. At the end of the comprehensive medical examination, the medical committee at the Institute of Aviation Medicine determines the applicant's fitness for study to become a pilot and specifies whether he is medically fit to fly supersonic or subsonic airplanes or helicopters.

In the admission proceedings at the SNP Air Force College, preference in admission to the curriculum for pilots is given to those secondary-school graduates who underwent training in the flying clubs of Svazarm that prepare their members for study at this college. It is understandable, of course, that only persons of political conviction who have the necessary moral and character traits can become members of the flying clubs. One of the basic requirements for admission is the applicant's physical fitness to complete flight training in gliders and airplanes. Preference in admission to a Svazarm flying club will be given to those applicants who, after graduation from secondary school and upon the completion of flight training in gliders and airplanes, intend to continue their studies at the SNP Air Force College.

The students' extracurricular activities are an integral part of life at the SNP Air Force College. Whether in useful public work, sports or in education and culture, extracurricular activity always serves primarily to broaden and reinforce the students' knowledge and experience, to satisfy their hobbies and interests. Together

with the education and training process, extracurricular activity helps to finish shaping the prescribed profile, to attain the educational and training objective in preparing the students of the SNP Air Force College for their military professions.

The students' useful public work is a part of their entire training. In accordance with their abilities and study opportunities, the students perform such work at the sponsoring plants and schools, in Pioneer organizations and local committees of the Socialist Youth Union and Svazarm, in the Dukla Military Athletic Association, and in propaganda activity within the college.

For self-fulfillment in sports over and above regular physical education, the SNP Air Force College has developed sports facilities than enable students to engage in any team or individual sport (athletics, soccer, basketball, volleyball, tennis, hockey, etc.) The sports facilities include a modern gymnasium with a refreshment stand. The Department of Physical Education and Sports, in cooperation with the Socialist Youth Union organizations, arranges sports competitions within the college among the student groups and classes. It also holds training courses for umpires and referees, etc. Some of the sport sections successfully represent the college in regular games and competitions outside the school. First-year students receive skiing instruction.

Cultural and educational activity--by virtue of its content, methods and forms, as well as of its educational influence--helps to strengthen ideological and action unity and political morale, and it is also an important means of satisfying the students' interests in their spare time.

The content of such activity is primarily extracurricular education, work with books, films, radio and television, amateur artistic performances, esthetic education, and technical hobbies.

The kraj center of Kosice and the college's student club offer wide opportunities for cultural fulfillment. Various special-interest circles are formed within the club (literature and drama, dancing, fine arts, engineering, marksmanship, etc., in accordance with the students' interests).

The Czechoslovak air force is equipped with the most modern aircraft of world parametera. The airplanes are capable of high speed with very good maneuverability, and the pilots are prepared to carry out their assigned tasks under all flight conditions, day or night and in all kinds of weather. It is the wish of many young men to become pilots, navigators or ground specialists in the air force, and now their desire can become reality.

The next article in this series will acquaint readers with the CSP Military Engineering College in Liptovsky Mikulas.

[No 18, 198] pp 694-695]

CSP Military Engineering College

For good results in training officers for the CSLA, the President of the Republic awarded the CSP Military Engineering College in Liptovsky Mikulas the Order of the Republic, and the Order of the Red Star. In view of the very good results in combat training and political training, the CPCZ Central Committee awarded the college the 25 February commemorative medal, and a medal commemorating the 30th anniversary of Czechoslovakia's liberation by the Soviet Army. The Central Committee of the SCSP [Czechoslovak-Soviet Friendship League] permitted the college to use the honorary name of College of Czechoslovak-Soviet Friendship and awarded it the Honorary Badge, Grade 1, of the SCSP. The Socialist Youth Union organizations at the college won on three occasions the challenge banner of the SSM Central Committee as the best SSM organizations at military colleges.

The college offers five-year military-engineering curricula, and four-year curricula for officer-engineers. In the first group belongs the engineering technical service of the state air defense system's special facilities and equipment; the curricula in this group specialize in the latest air defense equipment that includes radar, electronic computers, equipment for the automatic control of operations, etc. Next there is the curriculum for engineers of the radio-engineering (radar) troops, which places emphasis on mastering radar equipment and automatic control systems; the curriculum for engineers of the ground forces air defense system specializes in armament electrical engineering that places emphasis on electrical engineering and electronics.

The second group includes the study of military communications equipment, specifically of wired, radio and special equipment; the state air defense system's special facilities and equipment, namely special electronic, radar and automated equipment, radar complexes and automatic control systems; radio-engineering facilities; and anti-aircraft artillery equipment and automatic control systems.

Whereas the five-year curricula train military engineers with higher education in their specialized branches of study, the four-year curricula give graduates a higher military-engineering education and higher engineering education for the operation of military facilities and equipment.

Also at the CSP Military College, study is based on approved curricula. The first group of subjects comprises the social sciences that, within the system of education and training, form the class-political profile of the graduate on the basis of a scientific world outlook, Marxism (Marxist-Leninist philosophy, political economy, scientific communism, the history of the Czechoslovak Communist Party and of the international communist and labor movements, the principles of military psychology, and political work within the CSLA).

The second group of subjects includes general theoretical subjects (college-level mathematics and physics, Russian, and a foreign language) and general engineering subjects (drafting, the theory of electrical-engineering and radio-engineering circuits, the principles of electronics, electronic components and devices, electromagnetic field theory and vhf engineering, antenna systems, electromagnetic wave

propagation, amplifiers and pulse circuits, receiver and transmitter circuits and systems, electrical-engineering measurements, the power supply of electrical-engineering installations, etc.).

The third group comprises military and specialized military subjects.

Similarly as the other military colleges, the CSP Military College selects and admits the applicants who best meet the general requirements that we have listed in the introductory article in this series.

The admission proceedings for invited applicants usually are scheduled for the second half of July. These include written tests in mathematics and physics, and a practical test in physical education.

At the close of the proceedings there is an individual interview with the applicants, in the course of which the committee gains information about the moral profile, character traits , interests and expectations of each applicant for admission to the college.

The committee then usually tells the applicants whether or not they have met the requirements for admission to the college, and it answers any questions that the applicants might have. The final decision regarding admission is made by the commander of the CSP Military Engineering College.

The admission proceedings are similar at the SNP Air Force College in Kosice and at other military colleges, except that the written tests can differ (other subjects), in accordance with the nature of the school.

Upon entering a military college, students (selected from among civilian youths) are not only students of the college, but also servicemen of the CSLA. After completing five months of substitute service, upon their own request they are accepted as professional soldiers of the CSLA while still students, with the rank of master sergeant, effective the day after the completion of substitute service.

Thereafter the students of military colleges are able to advance in rank, naturally with due consideration for the fulfillment of their curricular and military duties. The rank of second lieutenant may be attained in the case of exceptional study results (in agreement with the regulations governing the course of service for professional soldiers), after the completion of the third year in the curricula for officer-engineers, and after the completion of the fourth year in the military-engineering curricula. The other students will be promoted to the rank of sergeant major, if their rating is favorable, as soon as the length of service required in the rank of master sergeant is met. Students are able to visit their families regularly. (Married students are entitled to reimbursement of travel fare twice a month to visit their families.) Outside the premises of the school, the students may wear civilian clothes.

If a student does not submit an application for acceptance as a professional soldier, his assignment to substitute service by the kraj military administration will be rescinded pursuant to Section 31, Paragraph 2, of the Defense Law (the same applies if the student is allowed to quit or is expelled). The former student of a military college is then obliged to complete the balance of the full

24 months of military service with units of the CSLA, and in addition he must reimburse the military administration for the costs incurred in conjunction with his studies at the military college.

Talented students of military colleges can participate in scientific work as scientific assistants at departments of their college, and within the framework of the students' scientific and professional activity they can enter competitions for the best scientific or professional report by a student.

During their studies, the students of military colleges gain the comprehensive theoretical knowledge and habits that will be necessary in their future duties. Study at these schools is unquestionably demanding, but instruction employs modern forms and aids (programmed instruction, audiovisual equipment, laboratories, training devices, etc.). Qualified and experienced civilian and military experts provide instruction and training. Comprehensive assistance is provided both individuals and groups, in class as well as after classes.

In the last year, at the end of their studies, the students of military colleges sit for their state examinations, in two or three subjects, in accordance with the type of school. In addition, the students must defend their diploma dissertations.

Successful study at military colleges ends with graduation, promotion to or a commission as lieutenant of the CSLA, and the presentation of an engineering diploma.

Pursuant to Law No 186/1964 Sb (On the System of Education, also known as the Education Law), Law No 63/1978 (On Measures Pertaining to the System of Elementary and Secondary Schools) and Law No 39/1980 Sb (On Higher Educational Institutions), the graduates of all types and kinds of military schools gain qualifications, certificates, diplomas and graduate titles that are valid statewide.

The graduates of military colleges have opprtunity to fully utilize and apply their acquired knowledge and skills in responsible functions to which they are assigned after graduation. For good and excellent results in combat and political training they are assigned to higher functions and are promoted in rank when they meet the specified requirements.

After five years of practical experience with the troops, capable graduates of military colleges are able to participate in postgraduate study, whereby they gain a high level of military education and are trained for higher military functions. Talented professional soldiers have the opportunity to acquire scientific degrees and scientific-pedagogical titles.

No civilian higher educational institution in any profession offers such great opportunities to youths for advancement, personal fulfillment and professional growth. These are incontrovertible facts and arguments.

In the next article in this series on the Gallery of Military Schools, we will acquaint readers with the Air Force Educational Establishment (Vojenske letecke uciliste) in Presov.

[No 19, 1981 pp 734-735]

Air Force Educational Establishment, Presov

The Presov educational establishment that we will be discussing in this issue prepares officers and NCO's for the needs of the Czechoslovak air force, from among graduates of industrial schools and apprentice schools, and students of elementary schools, for the Two-Year Air Force Officer School (Dvouleta dustojnicka skola letecka) that trains helicopter pilots, navigators and aviation engineering service personnel, and also for the VSOSL (Military Specialized Secondary School of the Air Force; Vojenska stredni odborna skola letecka) that trains NCO's in several branches of study and specialties described below.

In the mechanical branch of study the students are trained to become airplane technicians, technicians for the supply of air force materiel, and technicians for the supply of air force munitions and armament.

The electrotechnical branch of study, with emphasis on measuring instruments and automation technology, trains technicians for the special equipment of airplanes, technicians for the electrical equipment of airplanes, air armament technicians, and technicians for the airfield operation service specializing in communications and radio-electronic equipment. Furthermore, technicians for the radio equipment of airplanes, technicians for the radio-engineering equipment of airplanes, technicians for the radio-engineering support of the air force, and technicians for meteorological instruments and equipment.

The graduates of VSOSL become specialists without whom the air force would be unable to function. They service and maintain the engines and airframes of the various types of military aircraft; ensure the checking, maintenance and routine repairing of the special equipment and devices on airplanes, of the testing, measuring and guidance equipment; and ensure flight operations by technical means in poor visibility. In addition to professional training, the Two-Year Air Force Officer School offers its students complete secondary education with final examination, which is equal to the education gained at civilian secondary residence schools for workers. The students of this school are selected from among applicants who are civilian youths, servicemen and NCO's in active (or substitute) service, and servicemen and NCO's in the reserve.

Boys trained in blue-collar and agricultural trades are solicited who are at least 18, but not over 23, in the year they begin their studies. Applicants must have completed elementary school with good grades, which guarantees that they will be able to master the secondary-school curriculum and professional training. They must likewise have the political, moral and character traits that are required especially of students of the Two-Year Air Force Officer School, and they must be physically fit. In addition to the mentioned conditions, students wishing to become helicopter pilots must also present a certificate of their fitness for flight training, confirmed by the Institute of Aviation Medicine in Prague.

Servicemen in active service must submit their hand-written and signed application for admission to the Two-Year Air Force Officer School through official channels, to the commander of their unit. Applicants from among civilian youths and servicemen or NCO's in the reserve must submit their applications for admission to the okres

(or district) military administration, respectively to the municipal military administration in Plzen, Brno, Ostrava and Kosice, where they can also obtain further information that cannot be presented in this article.

The Air Force Educational Establishment holds interviews with selected applicants usually in July. The purpose of the interviews is to determine the motivation for study at the educational establishment, and to check the applicants' prospects of graduating from the military secondary school. In the course of the interviews the applicants are acquainted with the nature of their duties as professional air force pilots and ground specialists, and also with the environment of the Air Force Educational Establishment.

In the course of training and instruction at the Two-Year Air Force Officer School, second-year students studying to become helicopter pilots may request transfer to the navigator curriculum if, for example, they are subsequently found unfit to undergo flight training. Instruction and training at the Air Force Educational Establishment are conducted by experienced air force pilots and civilian specialists. The curricula include general-education subjects (the native language, Russian, geography, mathematics, physics, chemistry, and physical education); social-science subjects (the principles of Marxism-Leninism, the history of Czechoslovakia and of the Czechoslovak Communist Party, Marxist-Leninist teachings on war and the army, the basic questions of party-political work within the CSLA); the subjects of basic military training (closed-formation drills, military rules and regulations, the use of firearms); and special military subjects geared to the individual branches of study and specializations.

From this review it is evident that studies at the Two-Year Air Force Officer School are demanding and complex, but the modernly equipped classrooms, laboratories and training devices, together with the staff of experienced and well-educated teachers, provide the prerequisites for mastering the given material. The classrooms are equipped in accordance with the latest pedagogical principles, and visual presentation during instruction and training is at the highest possible level. The command and teaching staff of the Air Force Educational Establishment are prepared to share their knowledge and experience, in the classroom as well as in the form of tutoring and consultation. They wish to provide comprehensive assistance to individuals as well as collectives, so that the set objectives of education and training can be fulfilled without failure.

The air force is equipped with the most modern aircraft, and the training, combat and other flight tasks are performed under technically more and more demanding air traffic control. This places increasing pressure on the human factor, i.e., on the air force personnel in various functional assignments, whether in the aviation-engineering service, radio-engineering support of the air force, airfield technical support or flight crews.

The mission of the Air Force Educational Establishment and of the VSOSL is to comprehensively prepare for life and practice at air force units the future professional soldiers, NCO's, highly qualified and politically mature specialists of the aviation-engineering service, airfield operations service, radio-engineering support of the air force, and the meteorological service. Study at this school can be recommended to those boys in the eighth and ninth grades of elementary school who are attracted to aviation and are interested in the system of air traffic control and its support.

VSOSL trains students in the already mentioned branches of study and specializations. The curriculum comprises general-education subjects, social-science subjects, basic military training, and special military subjects in accordance with the mission of the individual branches of study and specializations.

Study of the individual specializations is demanding and complex, but the equipment of the school and its experienced teachers provide optimal conditions for fully mastering the curriculum so that the students gain the knowledge necessary for their future assignments to airfields. Preflight servicing of the aircraft for flying in any weather, winter or summer, day or night, requires no small dedication and self-discipline. Flight safety and the lives of the crew depend primarily on the reliable operation of the aircraft, and this in its turn depends on the work of the air force ground specialists trained in this school.

Applications for admission to VSOSL must be submitted at the okres (district or municipal) military administration at the place of residence. Some of the basic requirements for admission are: Czechoslovak citizenship, the political, moral and character traits expected of students and graduates of this school, the prerequisites for service as a professional soldier, interest in becoming a professional NCO in the air force, successful completion of the eighth or ninth grade of elementary school, physical fitness for study at VSOSL (physical fitness is evaluated by the medical committee of the military hospital), at least age 14 by 15 July of the year in which studies are begun, but not more than age 16, and demonstration in the admission proceedings of the knowledge and abilities necessary for successful completion of VSOSL. Applicants for admission to VSOSL usually undergo the admission proceedings in the month of March. The admission proceedings include written tests in mathematics and the native language, and a practical test in physical education to check physical fitness. The scope of the tests corresponds to the material covered up to the first semester of the attended class of elementary school.

In the course of the admission proceeding the admission committee holds an individual interview with each applicant and, among other things, takes into consideration the applicant's interests and wishes regarding assignment to the individual branches of study and specializations.

VSOS students receive free room and board, clothing and study aids. In addition they get a monthly allowance of 50 korunas, and for those students who attain an excellent rating for the year the monthly allowance is increased to 75 korunas the next year. During the period of their substitute military service, i.e., from 15 February to 15 July in the fourth year (until then they are civilians), students receive a monthly service pay of 90 korunas. During the period of study, a student's parents are entitled to a family allowance and may claim an income-tax exemption for the student. These benefits cease while the student is performing substitute military service.

At the end of the first year of study, the social and professional training of the students of VSOSL includes three weeks at the Zemplinska Sirava summer camp where the students are taught to swim, including the military aspects of swimming. Second-year students receive skiing instruction at the Cergov training and recreational facility of VSOSL. In addition, second-year students are taught social dancing, in cooperation with sponsoring girls' schools. Third-year students specialize in the airfield traffic control service of air force radio-engineering support, and in the air force

meteorological service; and with selected students of other specialization, depending on advancement in studies and good behavior, they receive driver training, in the course of which they acquire Class C driver's licenses. Before the end of the school year, fourth-year students spend four weeks with air force and aviation-engineering units to gain practical experience.

The four years of study at the school end with a final examination in the native language, Russian and two professional subjects depending on the student's specialization. With the final examination, graduates gain complete secondary education equivalent to the education obtained at an industrial secondary school, and also specialized military education. Upon the completion of their studies, graduates become professional soldiers with the rank of sergeant and are assigned to the technical functions for which they have been trained.

The purpose of study at VSOSL is to train NCO's for the air force. The best graduates, the ones with an excellent rating, may be allowed to continue their studies immediately after graduation from VSOSL, at the SNP Air Force College in Kosice, in selected branches of study, in accordance with the needs of the air force and within the quotas set by the Ministry of National Defense. The other graduates are assigned as technical NCO's with the rank of sergeant* to air force and aviation engineering units. At these units the best graduates (depending on the conditions and possibilities) may be assigned to basic officer duties and, if they prove themselves in practice, may apply for permission to take the officer examinations and thus can become professional officers.

After at least two years of practical experience with the troops, graduates may apply for admission to the SNP Air Force College in Kosice. The selection of professional soldiers, and hence also of VSOS graduates, for study at military colleges is organized in accordance with the needs of the air force. The chosen candidates must meet the class and political criteria, must possess the necessary moral and character traits, must be physically fit for study at a military college, and must be below the specified age limit. Furthermore, by passing the required entrance examinations, applicants must provide proof of their ability to study successfully at the SNP Air Force College. Besides the VSOSL and the Two-Year Air Force Officer School, at the Air Force Educational Establishment it is possible to complete also the "one-year officer school" that provides the military professional knowledge that applicants with complete secondary education will need for command and officer functions.

The one-year officer school offers special-purpose and professional training, preparing future professional soldiers for the needs of the Czechoslovak air force.

[No 20, 1981 pp 772-773]

Temporary Forms of Training Officers for the Czechoslovak People's Army

To ensure the needs of the army and to supplement its command personnel, there now are two-year officer schools, one-year officer schools, and one-year courses preparing for secondary-school final examination.

The two-year officer schools, together with the military colleges, supplement the command personnel of the CSLA, helping to rejuvenate it and to improve its class and political structure. They are continuing the revolutionary traditions of the

*[Correction:] master sergeant

schools for young officers that were set up after February 1948 to train working-class youths. The advantage of study at these schools is that in a relatively short time they offer youths trained in blue-collar and agricultural trades the necessary knowledge and professional training to function as officers in basic command, technical and rear support assignments. These two-year officer schools operate at military educational establishments specialized according to branches of study.

The Air Force Educational Establishment in Presov trains future air force officers as helicopter pilots, navigators and for the air force engineering service. The Military Educational Establishment in Liptovsky Mikulas trains future officer cadres for the ground forces air defense system, state air defense system, and the radio-engineering troops air defense system. The Military Educational Establishment in Zilina trains future officers specializing in motor transport, and the construction and billeting service. The First Czechoslovak Army Corps in the Soviet Union Military Educational Establishment (Vojenske uciliste 1. cs. armadniho sboru v SSSR) in Martin trains future officers for motorized rifle, tank and artillery units, and officers and technicians for the army engineer troops and armament service. The Podjavorin Partisans Military Educational Establishment (Vojenske uciliste Podjavorinskych partyzanu) in Nove Mesto nad Vahem trains future officer and technical cadres for the signal troops. The Military Educational Establishment in Nitra trains officer and technical cadres for the tank and motor vehicle service. And the Military Educational Establishment in Valasske Mezirici trains future cadres for the railroad and highway troops.

The two-year officer schools select and admit applicants from among civilian youths, servicemen and NCO's in active (or substitute) service, and servicemen and NCO's in the reserve who have completed elementary school with good grades, a vocational school or apprentice school, training in a blue-collar or agricultural trade, or who do not have complete secondary education, and who in the year of the commencement of their studies have reached the lower age limit of 18 but have not exceeded the upper age limit of 23. (This applies also to the curriculum for helicopter pilots.)

With the selected applicants the military educational establishments hold admission interviews (but not examinations) in July or August of each year. The purpose of these interviews is to determine the motivation for choosing military service as a profession, and to check the applicants' intellectual and psychic prerequisites for successful completion of the two-year officer school, including the prerequisites for serving as a professional soldier. The curricula of the two-year officer schools include general-education subjects, social-science subjects, basic military training, and special military subjects.

The process of instruction at the two-year officer schools employs modern forms, equipment and aids (programmed instruction, audiovisual aids, laboratories, training devices, etc.). The appropriate training equipment, weapons, and combat means and materiel are available for practical training.

Applicants for admission to the two-year officer schools from among civilian youths undergo substitute military service from 1 September through 31 January of their first year and, on the basis of their written application, are accepted for active service as professional soldiers with the rank of sergeant, as of 1 February.

For the duration of their substitute service, students of the two-year officer schools receive the service pay of a private in active service, i.e., 90 korunas a month. Upon acceptance to serve as professional soldiers, their monthly pay is about 850 korunas the first year, and about 950 korunas in the second year. Married students serving as professional soldiers are entitled to a monthly allowance of 300 korunas for a dependent wife, and 200 korunas for each dependent child.

During their studies, students are entitled to vacations and leave as follows: 7 to 10 days at Christmas and New Year's (winter vacation), 7 days in March (spring vacation), and 30 days of annual leave after completing the first and the second year of study.

The students' daily life at the school is organized by the daily schedule, in accordance with the rules and regulations of the CSLA. Study ends with the secondary-school final examination in the native language, Russian, mathematics, and physics or chemistry and two or three special military subjects. In addition the students must pass the so-called final examination for officers.

The two-year officer school gives its graduates complete secondary education pursuant to Law No 63/1978 Sb (Edict of the CSR Ministry of Education No 17110/71-210, and Edict of the SSR Ministry of Education No 8059/71/11/1), and basic military special education by branches of study.

Graduates of the two-year officer schools have the opportunity to utilize and apply their acquired knowledge and skills in the responsible functions to which they are assigned after graduation. For good and excellent results in combat training and political indoctrination, they are assigned to higher functions. They are rewarded for successful and exemplary work, and promoted when the set conditions are met.

The most capable graduates of the two-year officer schools may, after at least two years of practical experience with the troops, continue their studies at military colleges where they can gain a higher military-engineering education in the given branches of study. CPCZ members and candidates for membership have an opportunity to study at the Klement Gottwald Military Political Academy in Bratislava and obtain there an advanced military-political education. Short-term training courses, organized in accordance with the needs of the duty assignments, are available for the other graduates not interested in continuing their studies at military colleges. No civil profession offers such wide opportunities for self-assertion, rapid personal advancement and functional growth.

The one-year officer schools offer aplicants from among civilian youths the complete secondary specialized military education necessary for service as a professional soldier. The one-year officer schools are special-purpose professionalizing schools that can be employed within the competence of the Ministry of National Defense or the Ministry of the Interior.

This type of school offers newly inducted graduates of civilian secondary schools, who have passed their final examination and are under 24, the opportunity to become professional officers within a shortened period of one year.

One-year officer schools are established at the Air Force Educational Establishment in Presov (for officer-pilots), at the Military Educational Establishment in Liptovsky Mikuls (for the ground forces air defense system) and at certain other military formations.

One-year officer schools differ only in their specialization. At such schools the curriculum is identical in scope and content. It comprises social-science subjects (basic questions of Marxism-Leninism, history of the CPCZ, party-political work in the CSLA, etc.), basic military training (military rules and regulations, closed-formation drills, use of firearms) and specialized military subjects tailored to the individual services of the CSLA and their branches.

The school year begins in September and ends in July with a final examination for officers, in three or four subjects.

Students of the one-year officer schools usually get 7 to 10 days of vacation at Christmas and New Year's, and 30 days leave upon the completion of their studies.

One-year courses to prepare for the secondary-school final examination have been organized beginning with the 1977-1978 school year, for civilian youths who graduated from industrial school or apprentice school and are to study at military colleges.

To qualify for admission to the one-year course preparing for the secondary-school final examination, applicants must be Czechoslovak citizens dedicated to the socialist system, interested in becoming professional soldiers, possessing the class, political and moral traits required for active military service; they must have completed elementary school with good grades and must be trained in a blue-collar or agricultural trade and must have passed the final examination for apprentices; they must have graduated from industrial school or apprentice school and be under 20 years of age; after completing the one-year course preparing for the secondary-school final examination, they must want to continue their studies at a military college.

Only those applicants to the one-year course preparing for the secondary-school final examination are accepted whose prospects of completing the course and continuing in their studies at a military college are good.

Students of the one-year course study the same curriculum as at the secondary residence schools for workers. During their studies the students acquire complete secondary education that ends with the final examination in the native language, Russian, mathematics and physics.

At the 1st Czechoslovak Army Corps in the Soviet Union Military Educational Establishment in Martin, students prepare primarily for further study at the General of the Army Ludvik Svoboda Ground Forces College. A limited number of graduates will study at the SNP Air Force College in Kosice to become officer-engineers trained as air force pilots. At the Military Educational Establishment in Liptovsky Mikulas the students of the one-year course prepare to continue their studies at the CSP Military Engineering College in Liptovsky Mikulas, in the four-year officer-engineer curricula specializing in the ground forces air defense system and in service with the signal troops.

The purpose of instruction in the one-year courses preparing for the secondary-school final examination is to broaden the students' general education, raise it to the level of complete secondary education with final examination, and prepare the students for further study at a military college.

Students who complete the one-year course and pass the secondary-school final exam and have been recommended for further study at a military college are admitted to the college as first-year students the next school year, without entrance examinations (but there still is an admission interview).

From the viewpoint of the requirements for admission to military colleges, the graduate of the one-year course preparing for the secondary-school final examination must know the principles of a Marxist-Leninist world outlook and must have a basic knowledge of the present policies of the CPCZ. Furthermore he must gain retained knowledge, skills and habits to the extent of the one-year course's curriculum; he must have the right attitude to further study at the military college and to service as a professional soldier; he must attain a positive attitude to constant self-education and master the habits that lead to more effective independent study; he must learn the principles of military conduct and social behavior; and he must also reinforce the traits of a member of socialist society, particularly his sense of responsibility for the results of his own work and that of the military collective.

Organization of the education and training process usually is divided into two preparatory periods, and actual instruction.

Students whose prospects of successfully completing their secondary and college-level studies are not good are advised to transfer to a two-year officer school. If they do not agree to the transfer, they are dismissed from the one-year course preparing for the secondary-school final examination.

During actual instruction, the studies cover the native language and literature, Russian, another foreign language (German or English), the social sciences, geography, mathematics, physics, chemistry, physical education, and military training.

Students who successfuly complete the one-year course that ends with the final examination gain an education that is equal to graduating from a secondary school that offers complete secondary education. Proof of this is the certificate of final examination issued by the military educational establishment at which the one-year course was held.

Graduates of the one-year courses are given vacation leave by the commander of the military educational establishment, effective the day they complete their studies. Simultaneously they receive their notice of induction into substitute military service, pursuant to Section 31, Paragraph 1, of the Defense Law. They begin their substitute service as of 1 August, parallel with the commencement of their first year of study at the selected military college.

[No 21, 1981 pp 812-813

Questions and Answers

[Question] In what subjects and when must applicants for admission to the Military Specialized Secondary School of the Air Force take entrance examinations? (Jaroslav S., Prague)

[Answer] In the course of the admission proceedings, applicants for admission to VSOSL take a written test in the official language (Czech or Slovak), and a practical examination in physical education to check their physical fitness.

The scope of the tests is the material covered through midyear in the appropriate grade of elementary school, i.e., the eighth or the ninth grade. The entrance examinations are held usually in the second half of March.

The level of education and knowledge in mathematics and the official language is evaluated on the basis of the grades at midyear and in preceding years in elementary school, and of the grade received on the written test. The written tests are intended to probe the basic knowledge of the applicant for admission to a VSOS, his abilities, imagination, thinking, and suitability for study. An oral examination in mathematics and the official language follows only if the applicant for admission receives a failing grade in the written tests; i.e., if there is a significant difference (of two points) between the grades received in elementary school and the grades scored in the written tests.

At the close of the admission proceedings at VSOSL, the admission committee interviews each applicant. In the course of this interview, the committee takes into consideration the applicant's interests and his wishes regarding assignment to the individual professional careers (specializations). The school of course is not always able to grant the applicants' wishes (for example, regarding assignment to a professional career or specialization), because the admission quotas by specialization are limited. In principle, however, the applicants' wishes are taken into account.

The purpose of the admission proceedings is to determine whether the applicant meets the requirements not only for study at a military school, but also for service as a professional soldier. On the basis of the results of the admission proceedings, the commander of the Air Force Educational Establishment makes the final decision regarding admission, and applicants are informed within 10 days of the admission proceedings whether or not they have been accepted for admission. Applicants who passed the entrance examinations but cannot be admitted to VSOSL because of the limited admission quotas are offered an opportunity to study at another VSOS with similar branches of study.

[Question] What are the principles on the basis of which applicants for admission to VSOS's are selected? In case they are rejected, can they appeal and to whom? (Jan P., Plzen)

[Answer] Similarly as the civilian specialized secondary schools, the VSOS's naturally select and admit the best qualified applicants who, in addition to the set requirements for selection, have demonstrated in the admission proceedings the knowledge and skills for successful study at a VSOS and for service as a professional soldier. In addition, an essential prerequisite for admission is the applicant's interest in completing his studies at the VSOS and in becoming an NCO of the CSLA. Only those applicants may be admitted who have successfully completed the eighth or ninth grade of elementary school and will be 14 on or before the 15th of July in the year they complete the eighth grade, but will not be over 16 the year they begin their studies.

The quotas for admitting applicants to study in VSOS's are set by the Ministry of National Defense, with due consideration for the personnel needs of the individual services and their branches. Similarly as at civilian specialized secondary

schools, the admission committee determines the sequence in which the applicants are to be admitted to the VSOS, on the basis of the entrance examination and interview results.

If an applicant fails in the admission proceedings, his parents are advised of his results within 10 days after the completion of the admission proceedings. Simultaneously the appropriate okres (district or municipal) military administration is informed, and also the director of the elementary school where the applicant is completing his compulsory school attendance.

Within 15 days of receiving the decision of the military educational establishment's commander rejecting their son's application for admission, his parents may appeal to the Ministry of National Defense, stating the grounds for appeal. However, the appeal must be submitted through the military educational establishment where the applicant underwent admission proceedings. The organs of the Ministry of National Defense consider the appeal and sustain the rejection or, in agreement with the school authorities, rescind it. The applicant is advised of the final decision.

The commander of the VSOS calls in the admitted applicants through the local military administration. The school year at VSOS's starts on 1 September.

[Question] As a graduate of a military high school, am I able to study at the Air Force College? (Jiri S., Hradec Kralove)

[Answer] Graduates of the Jan Zizka z Trocnova Military High Schools in Prague, Moravska Trebova and Opava, and of the SNP Military High School in Banska Bystrica are able to study at military colleges in accordance with the needs of our society, i.e., with the needs of the CSLA. They are qualified to study particularly at the General of the Army Ludvik Svoboda Ground Forces College in Vyskov na Morave, and at the CSP Military Engineering College in Liptovsky Mikulas.

In limited numbers, graduates of military high schools are able to study also at the SNP Air Force College in Kosice, in the four-year officer-engineer curriculum for air force pilots. Besides meeting the generally applicable requirements, however, applicants for admission to this branch of study must present a medical certificate, confirmed by the Institute of Aviation Medicine in Prague, of their fitness to undergo flight training.

The choice of branches of study and specializations at both military colleges mentioned in the introductory paragraph of the answer to your question is sufficiently wide to satisfy the talents and interests of all graduates of military high schools, and therefore it is not assumed that they will be allowed to study at other military colleges.

[Question] I would like to study at VSOSL in the 1982-1983 school year. How much vacation and leave will I have during the school year? (Bohuslav H., Ostrava)

[Answer] VSOSL students get 10 days of winter vacation each year (during Christmas and New Year's), 7 days of spring vacation in March, and six weeks of summer vacation in July and August.

In addition, students who are not soldiers may obtain four days of leave twice a year, to visit their parents. On vacation and leave, they may wear civilian clothes.

When going on vacation and leave, students may claim reimbursement of their reduced fares.

[Question] I am in active military service and am interested in attending the Two-Year Officer School of the Air Force. Upon admission to study, will the period of my compulsory active service be shortened and by how much? (Private F. V., x unit)

[Answer] Servicemen in active service who are admitted to a two-year officer school (any such school) and have not been in active service more than 5 months (primarily those servicemen who entered active service on 1 April or later) will be reassigned to substitute service pursuant to Section 31, Paragraph 1, of the Defense Law, retroactively to the day they entered active service.

Servicemen and NCO's with more than 5 but less than 12 months of active service before the commencement of studies at the military school, and who have completed NCO school or a course equivalent to it, are required to complete only 12 months of active service, pursuant to Council of Ministers Decree No 73/1970 Sb.

After completing 5 months of substitute service or 12 months of active service, students of the two-year officer schools are accepted as professional soldiers with the rank of sergeant and full rights and obligations, effective the day after the completion of substitute or active service. Upon the completion of their substitute (or active) services, students of the two-year officer schools are entitled to the financial and material provisions described in the introductory article in this series.

Servicemen and NCO's in active service with more than 5 months of active service before the commencement of studies at the military school, and who have not completed NCO school or a course equivalent to it, must complete the full 24 months of active service.

[Question] If I quit VSOS upon my own request, will my parents have to reimburse the costs of my education? (Zdenek S., Brno)

[Answer] If a student of a VSOS quits on his own decision or the decision of his parents (or legal guardian) for reasons other than medical reason or justifiable reasons beyond his control, or if he is expelled after 5 months from the commencement of his studies, his parents (or legal guardian) will be required to reimburse the costs incurred during his studies at the VSOS. Reimbursement will be demanded pursuant to Section 35 of Council of Ministers Decree No 21/1958 Sb that implements the Defense Law, and the costs will be recovered through the courts if the parents or legal guardian is not willing to pay voluntarily.

[Question] What requirements must I meet to become a professional NCO with an air force technical unit, what military school (or course) must I complete, and what will be the length of my compulsory active service? How long must I pledge to remain in active service? (Corporal A. B., x unit)

[Answer] You can be accepted as a professional NCO of the CSLA if you are a Czechoslovak citizen, have the political convictions and the moral and character traits required of NCO's, are in good health and physically fit, are determined to loyally serve the CSSR, not to spare effort in fulfilling your military duties, to tolerate

the hardships and discomforts of military life, to implement the policies and resolutions of the CPCZ and Czechoslovak government, to honor your military oath and obey the law and the military rules and regulations, and to set an example of honesty, self-discipline and diligence in the performance of your military duties.

Pursuant to Section 1 of the Federal Government's Ordinance of 23 June 1970, the length of compulsory active service may be shortened to 12 months in the case of graduates of NCO schools, or of courses equivalent to them, who have properly completed study in the mentioned schools or courses and undertake to re-enlist or to serve as professional soldiers.

Before the completion of the mentioned period of active service, it is possible to re-enlist or to request acceptance as a professional soldier. If you have no previous military education, you will first be accepted as a re-enlisted serviceman with the rank of sergeant and will be sent to an NCO course. Upon its completion you will be accepted as a professional NCO with the rank of sergeant first class. In other words, your service as a re-enlisted soldier or professional soldier will commence the day of your acceptance, on the basis of your request, after the completion of compulsory active service.

Regarding the further part of your question, we wish to advise that pursuant to Section 25 of the Defense Law (the complete text, as modified and amended by subsequent legislation, SBIRKA ZAKONU CSSR, Part 28, 26 Oct 1978, Law No 121) professional soldiers in the rank of sergeant first class, master sergeant and sergeant major serve until age 45; and in the rank of junior warrant officer, warrant officer and chief warrant officer, until age 50.

When you reach the age limit and do not agree to serve on as a professional soldier, you will be released from active service for having reached the age limit.

[Question] During studies in a two-year officer school, I become a professional soldier after five months. How long must I serve as a professional soldier after completing my studies at the military educational establishment? (Private First Class M.M., x unit)

[Answer] The Defense Law (Law No 121, SBIRKA ZAKONU CSSR, Part 28, 1978) specifies that professional soldiers must serve until they reach the age limit, which varies with rank: age 40 for second lieutenants, lieutenants, first lieutenants and captains; age 45 for majors and lieutenant colonels; and age 50 for colonels.

[No 22, 1981 pp 854-855]

Questions and Answers

[Question] What is the length of studies at military colleges? (Alexander R., Kosice)

[Answer] The education and training process at military colleges lasts four years in the branches of study for officer-engineers, in the economic branches of study, and in the military-engineering branch of military chemistry. The curriculum in military-engineering branches of study is a five-year one (with the exception of military chemistry). The Jan Evangelista Purkyne Military Medical Research and

Postgraduate Training Institute in Hradec Kralove offers a six-year curriculum in general medicine, a five-year curriculum in dentistry, and a four-year curriculum in general pharmacy. The Military Department at Charles University Faculty of Physical Education and Sports in Prague trains physical-education officers of the CSLA in four years. The Klement Gottwald Military Political Academy has a four-year curriculum.

From the above data it is evident that the technical branches of study at military colleges are one year longer than at civilian colleges. This provides the prerequisites for higher quality in achieving the educational objectives, and for better training of the graduates of military colleges for their predetermined duties.

[Question] When and how are the entrance examinations at military colleges organized? (Jaromir M., Brno)

[Answer] The admission proceedings at military colleges are scheduled usually for the second half of June and the first week of July. Applicants for admission to military colleges are informed of the exact dates of the admission proceedings in due time, by the okres (district or municipal) military administrations. At the technically oriented military colleges--CSP Military Engineering College in Liptovsky Mikulas, SNP Air Force College in Kosice, and the military departments of the Transportation and Communications College in Zilina--the written entrance examinations are in mathematics and physics. At the General of the Army Ludovik Svoboda Ground Forces College in Vyskov na Morave the written entrance examination is likewise in mathematics and physics, except in the branch of study specializing in military chemistry where the written examination in physics is replaced by one in chemistry.

At the Jan Sverma Military College of the Rear and Technical Support in Zilina the written entrance examination is in mathematics and Russian. At the Antonin Zapotocky Military Academy in Brno, in mathematics and physics, except in the geodesy and cartography branch of study where there is a written examination also in descriptive geometry.

Among the university-level military colleges, the written entrance examination at Klement Gottwald Military Political Academy in Bratislava is in the native language (Czech or Slovak), Russian and civics. At the Jan Evangelista Purkyne Military Medical Research and Postgraduate Training Institute in Hradec Kralove there is an entrance examination in physics and chemistry (usually in the form of written tests) and an oral examination in biology. At the Military Department of Charles University Faculty of Physical Education and Sports in Prague the entrance examination is in biology and chemistry.

The scope of knowledge tested in the entrance examinations corresponds to the material covered in high school or in industrial secondary schools.

A practical examination in physical education is required to check physical fitness. The usual events in this examination and the scales for grading are as follows: In the 1-km event a time of 3 min 30 sec or better is excellent, 3 min 40 sec is good, and 3 min 55 sec is satisfactory. In the 100-meter sprint a time of 13.5 sec or better is excellent, 14.0 sec is good and 14.5 sec is satisfactory. In hand-climbing a height of 4 m is excellent, 3 m is good, and 2 m is satisfactory.

At some military colleges the practical examination in physical education is conducted on the basis of acquired credits.

The Military Department at Charles University Faculty of Physical Education and Sports has a practical ability test in light athletics, swimming, sports gymnastics, and sports (basketball, volleyball, handball and soccer). Theoretical knowledge of skiing and skating is tested orally.

The provisions of the Law on Higher Education apply also to military colleges. Applicants for admission with excellent grades in secondary school, and with medals won in the student olympics, may be admitted without an entrance examination in the given subject, but they must participate at least in an admission interview at the given military college.

At the close of the admission proceedings there are individual interviews with the applicants, in which the admission committee of the military college probes the applicant's moral profile, character and other traits, his interests and prospects of successful study at the military college. At the close of the interview the committee usually informs the applicant whether he has met the requirements for admission and answers any questions he may have. However, the final decision regarding admission is made by the commander of the military college.

Applicants who for serious family reasons (illness, etc.) were unable to appear at the scheduled admission proceedings may appear at an alternate date. However, the popular military higher educational institutions, such as the Jan Evangelista Purkyne Military Medical Research and Postgraduate Training Institute in Hradec Kralove or the Military Department at Charles University Faculty of Physical Education and Sport in Prague, do not schedule alternate dates for admission proceedings.

[Question] What level of knowledge and proficiency in mathematics and physics is required in the entrance examinations at military colleges? (Augustin J., Nitra)

[Answer] The entrance examinations in mathematics and physics test the applicant's knowledge, proficiency, ability to conceptualize and logical thinking that are necessary for the study of the general-educational and engineering subjects.

The examination in mathematics tests the applicant's understanding of the logical interrelations of secondary-school mathematics, i.e., of algebra, real numbers, quadratic equations, functions, inequalities, powers and roots, exponential functions, logarithms, series, combinatorial analysis, complex numbers, etc.

This examination requires ability to think logically, proficiency in computations, knowledge of the basic formulae and theorems. Usually 15 mathematical problems have to be solved in the written test.

The written or oral examination in physics requires an understanding of the basic concepts of physics and important physical constants, and of the International System of Units. Among the individual branches of physics, emphasis is placed on a knowledge of mechanics, heat, electricity and magnetism optics and nuclear physics as studied in secondary schools. Besides the oral and mathematical formulation of the laws of physics, the ability to apply such knowledge to the solution of simple problems in physics is required. The entrance examination in physics requires

the ability to derive the basic relationships in physics; for example, the equation for radial acceleration, the Bernoulli equation, Boyle's law, the connection of resistors and capacitors, the formula for the intensity of the magnetic field at the center of a round conductor, etc.

The written examination in physics is usually in the form of a test in which the applicant has to answer 14 or 15 questions.

Besides the problems in the tests, the applicants are given three or four problems to calculate. What is required in the entrance examination in physics is an understanding of the subject and not merely its formal reproduction, which of course would not be enough for college-level studies.

[Question] I have heard that some military colleges administer psychodiagnostic tests in the admission proceedings. What do these tests investigate? (Vladimir H., Trebic)

[Answer] Psychodiagnostic tests are administered to students of selected military colleges by staff members of the Army Scientific Research Institute of Psychological and Educational Testing (Armadni vedeckovyzkumne pracoviste pro psychologicke a didakticke testy). The tests are administered during the admission proceedings and take about two hours. For maximum objectivity, the tests may not be administered the day the applicants arrive at the military college. The purpose is to obtain, on the basis of proven psychodiagnostic methods, information about the level of general ability and certain personal traits of applicants for admission to military colleges, and thereby also about their prospects of successfully completing their studies.

[Question] I would like to apply for admission to the Antonin Zapotocky Military Academy in Brno, in the five-year military-engineering curriculum specializing in electronic computers. In view of the fact that considerable time has elapsed since I graduated from secondary school, I am concerned whether I will be able to complete my studies at the academy. (Ignac Z., Mlada Boleslav)

[Answer] Instruction and training at the military higher educational institutions are conducted by qualified and experienced specialists. When necessary, comprehensive assistance is provided in the classroom and after classes, to both individuals and groups. Individual or group tutoring is organized, in accordance with the instructors' judgment and the needs of the students.

The process of instruction at all military higher educational institutions employs modern forms, means and aids (programmed instruction, audiovisual aids, laboratories, training devices, etc.). In the extensive libraries and study halls, the students of military higher educational institutions have ample references. A great contribution is the influence of the teaching staff on the guided study of the students.

The conditions for study at the military higher educational institutions are far more favorable than at civilian ones. Both the teaching staff and the command staff, as well as the party and Socialist Youth Union organizations, devote close attention to the students. Therefore it is understandable that under such conditions of study the dropout rate is much lower than at civilian higher educational

institutions, while the quality of higher education and training for the predetermined functions is very good.

The reader's prospects of successfully completing his studies at the Antonin Zapotocky Military Academy will be evaluated by the teaching staff of the school, in the admission proceedings that he will have to undergo. Upon admission to the academy the applicant will have to show the necessary initiative and activity to complete his studies at the military school, and he must be interested in becoming an officer of the CSLA.

[Question] What is meant by "qualifications of a professional soldier"? (Josef S., Strakonice)

[Answer] According to the CPCZ Central Committee's 11 June 1970 Resolution on Cadre and Personnel Work, the qualifications required of professional soldiers are political maturity, class consciousness, the required degree of education and theoretical knowledge, practical experience and particularly work experience, skills and practices, general outlook and intellect, moral traits and personal abilities. An important part of this are the political attitudes, and dedication to socialism, to the Marxist-Leninist policies of the CPCZ, the socialist state and friendship with the Soviet Union.

The consequences of the revolution in science and technology and the unprecedented development of military science place high demands on all-round qualifications for service in the CSLA, and increased demands on the mental and physical training of professional officers.

To serve as a professional soldier in the CSLA requires class and political staunchness, definitely formed moral and psychic traits, profound military-professional and technical knowledge, practical experience, selflessness and initiative.

Modern arms cannot be mastered without knowing the latest advances in science. An important factor is the scope of general, military-professional, technical and political knowledge and practical habits.

[Question] What are the rights and obligations of the professional soldier as a citizen of the CSSR and a member of the CSLA? (Jindrich P., Rokycany)

[Answer] Professional soldiers of the CSLA enjoy the full rights and bear all the obligations of Czechoslovak citizens, as defined in the Constitution and in the constitutional laws of the CSSR. Their rights and obligations stem from the conditions of military service and are defined in laws, in their military oath, and in the military rules and regulations. Their full political, professional and cultural growth is ensured, and they are given opportunity to fulfill their basic civic duties. Being a professional soldier carries the obligation not to spare effort, and to sacrifice one's life if necessary, in the fulfillment of military duties, to consistently implement the policies and resolutions of the CPCZ and federal government, to strictly and fully observe the laws, the military oath and the military rules and regulations, and to help enhance in every possible way the combat effectiveness of the CSLA.

[No 23, 1981 pp 903-904]

Questions and Answers

[Question] I graduated from high school and am interested in becoming a professional servicewoman. To which military schools can I apply, what branches of study do they offer, and what is the course of service? (Blahoslava J., Brno)

[Answer] At present the CSLA offers girls graduating from high school an opportunity to apply for admission to the following branches of study:

Air force ground specialists, trained at the SNP Air Force College in Kosice; operators with the radio-technical troops and communications specialists, trained at a military unit in Prague; radio operators and teletype operators with the records service of the CSLA, trained at the Podjavorin Partisans Military Educational Establishment in Nove Mesto nad Vahom.

Girls may apply for admission who are Czechoslovak citizens, 18 or 19 years old and meet the educational, health and other criteria for enlisting in the CSLA.

Upon admission to the courses for women, girls graduating from high school perform 12 months of active service. Their financial and material provisions for the duration of their studies are the same as for servicemen in active service. The only difference is that the girls' uniforms are made to measure, and they receive extra pay to cover the costs of hairdressing and of supplementing their uniforms.

Study in the courses for women is divided into two periods. In the first period the students receive theoretical and professional training, and at the end of the first period there is a final examination in the general military subjects. The second period offers training to improve skills, at individual work stations of CSLA units and facilities. During their studies the girls are housed in dormitories, free of charge. They also receive free meals, clothing, textbooks and study aids. They are also entitled to monthly service pay that varies with rank: private, 90 korunas; private first class, 120 korunas; corporal, 150 korunas; and sergeant, 180 korunas.

During their studies the students have 10 days of vacation at Christmas and New Year's, 7 days of spring vacation, and 30 days of leave upon the completion of the course for women.

After completing their 12 months of active service, the graduates of these courses are accepted as re-enlisted servicewomen with the rank of sergeant and an obligation to serve 3 more years, or as professional soldiers with the rank of master sergeant and an obligation to serve until reaching the age limit specified in the Defense Law.

Upon graduating from these course for women, the girls are assigned to specific duties with units, formations and facilities of the CSLA. Their starting monthly pay ranges from 2100 to 2400 korunas. In addition to their regular monthly pay, they get an annual allowance of 500 korunas to supplement their uniforms. Depending on the conditions of military service, they get extra hardship pay of 150 korunas per month. In general it can be said that the amount of pay depends on the assigned duties, rank and length of service.

Graduates of the courses for women are entitled to 30 days of regular leave each year, and 10 additional days of short leave that they may use for important family reasons.

Women who become professional soldiers are entitled to housing allocation in the locality where they have assigned to serve. Re-enlisted servicewomen are entitled to housing allocation if they undertake to serve for six more years.

[Question] What opportunities do civilian youths have to study at military secondary schools, and which are these schools? (Jan B., Bratislava)

[Answer] Students of elementary school are able to study at the Jan Zizka z Trocnova Military High Schools in Prague, Moravska Trebova and Opava, and at the SNP Military High School in Banska Bystrica.

All these high schools are four-year selective residence schools that teach their students on the basis of the curricula approved for the natural-science branch of the civilian high schools.

Besides the military high schools, students completing elementary school may study at the VSOS's that operate at the military educational establishments in Martin, Liptovsky Mikulas, Nove Mesto nad Vahom, Zilina, Mezirici, Presov, Nitra and Roudnice nad Labem.

The VSOS's are likewise four-year residence schools. The scope and content of the subjects taught are practically identical with those in the specialized branches of study at civilian specialized secondary schools.

Pursuant to Section 46 of Law No 63/1978 Sb, both types of school are completely equivalent to civilian schools of the same type.

Civilian youths who have finished elementary school with good grades and have been trained in a blue-collar or agricultural trade can study at the two-year officer schools that have been set up at the military educational establishments in Presov, Martin, Liptovsky Mikulas, Nitra, Nove Mesto nad Vahom, Valasske Mezirici and Zilina.

The two-year officer schools offer their graduates complete secondary education with final examination, and basic military professional education in the individual branches of study.

[Question] How extensive were the examinations in physical education in the admission proceedings at the Antonin Zapotocky Military Academy in Brno in 1981? (Petr S., Malacky)

[Answer] To test physical fitness in the admission proceedings at the Antonin Zapotocky Military Academy, the events were pole-climbing and the 1000-meter event. In hand-climbing the grades were excellent for a height of 4 m, good for 3 m, satisfactory for 2 m, and unsatisfactory for less than 2 m. In the 1000-meter event the grades were excellent for a time of 3 min 30 sec or better; good for 3 min 40 sec; satisfactory for up to 3 min 55 sec; and unsatisfactory for over 3 min 55 sec.

[Question] When I complete my studies at military school, how will the course of my service as a professional soldier be regulated? (Jan P., Prague)

[Answer] The course of a professional soldier's service is determined by the service regulations that are based on the Defense Law, and the Law On Certain Service Conditions of Soldiers (the complete text, as modified and amended by subsequent regulations) published in SBIRKA ZAKONU CSSR, Part 28, 26 October 1978.

General provisions regarding military service and relations between soldiers are contained in the Interior Service Regulations of the CSSR Armed Forces, Basic Regulations 1 (Rad vnitrni sluzby ozbrojenych sil CSSR, Zakl-R-1), the Interior Garrison and Guard Duty Regulations of the CSSR Armed Forces, Basic Regulations 2 (Rad posadkove a strazni sluzby ozbrojenych sil CSSR, Zakl-R-2) and the Disciplinary Code of the CSSR Armed Forces, Basic Regulations 3 (Kazensky rad ozbrojenych sil CSSR, Zakl-R-3). These rules determine the responsibilities of the individual levels of command and regulate the lives of the units, formations and facilities.

[Question] If I quit military school, will my parents be obliged to reimburse the military administration for the costs of my education? (Karel S., Pardubice)

If a student is dismissed from military secondary school or from a military college for reasons of health or other reasons beyond his control, according to the assumed obligations he does not have to reimburse the military administration for the costs of his education as a resident student.

However, the situation is different if the student is a graduate of one of the Jan Zizka z Trocnova Military High Schools or of the SNP Military High School who immediately continues his education at a military college. If he quits military college on his own request, or does not apply for service as a professional soldier upon completing his 5 months of substitute military service, pursuant to Section 35, Paragraph 3, of Government Ordinance No 21/1958 Sb, which implements the Defense Law, he is obliged to reimburse the costs of his stay not only at military college but also at the military high school.

If a student of a military high school, VSOS or of the Vit Nejedly Military Music School is dismissed within 5 months from the commencement of his studies, no reimbursement of the costs of his education is required.

If a student of a military high school or VSOS who is a minor quits after the five-month period, on his own decision or the decision of his parents (legal guardian), for reasonsother than health (if he becomes unfit for further study in a military school or to become a professional soldier) or other justifiable reasons beyond his control, or if he is expelled, then his parents (or legal guardian) are obliged to reimburse the costs of his study at the military school. Reimbursement is demanded of them pursuant to Section 35 of Government Ordinance No 21/1958 Sb, which implements the Defense Law, and will be recovered through the courts if they do not pay voluntarily.

[Question] What can you tell us about the students' scientific professional activity at military colleges? (Zdenek D., Zatec)

[Answer] The quality of the students' education and training at military colleges is enhanced considerably by the students' scientific professional activity. With their patents, works and inventions, the students of military colleges compete not only within the army and statewide, but also internationally.

The purpose of the students' scientific professional activity is to broaden their theoretical knowledge, to gain the necessary basic practical experience, and to develop the ability to properly use the available scientific and technical literature. The students' scientific professional activity at military colleges helps the students to be better informed and to test their theoretical knowledge in practical activity. That students are doing well in their scientific professional activity at military colleges is evident from the the appreciation of their patents, works and inventions in the national and international competitions. The role of the students' scientific professional activity in the process of education and training at military colleges gains added importance from the viewpoint of fulfilling one of the slogans of today: to attain the necessary connection between science and practice.

[Question] What are the financial, material and health-care provisions for students of military colleges? (Bretislav S., Prostejov)

[Answer] For the entire duration of their studies, students of military colleges receive free room and board, clothing including laundering and mending, items of equipment, textbooks, study aids and lecture notes.

During their period of compulsory active service (or substitute service) students receive service pay. After the completion of their compulsory active service (or substitute service) they receive a monthly salary in accordance with their rank as professional soldiers, plus functional pay depending on which year of studies they are in, and an allowance for length of service. The gross monthly income of military college students as professional soldiers is about 900 korunas the first year, 1000 korunas the second year, 1200 korunas the third year, 1300 korunas the fourth year, and 1500 korunas the fifth and subsequent years.

Students who are undergoing training for duties as flight personnel at the SNP Air Force College in Kosice or at the Air Force Educational Establishment in Presov, for example in the branches of study for air force pilots and navigators, receive an additional monthly allowance from the commencement of flight training, 200 korunas the second year, and 300 korunas the third and fourth years.

Married students of military schools who are professional soldiers are entitled to a monthly allowance of 300 korunas for their dependent wife, and 200 korunas for each dependent child (own or adopted).

As can be seen from the above facts, the material and financial provisions for students of military colleges are such that they are fully self-supporting and essentially do not have to rely for support on their parents or guardian. The material and financial provisions enable even married secondary-school students, usually with families unprovided for, to obtain a higher education.

The comprehensive material, financial and health-care provisions for students of military colleges help to achieve very good and excellent results in the education and training process. At all military higher educational institutions there are

gradually are being developed such conditions for housing and for the education and training process that guarantee not only good instruction, but also the students' good training for their individual occupations.

The grounds of the military schools are equipped with gymnasiums and sport fields to improve the students' physical fitness, and there are also student clubs for the students' cultural and educational activity.

All students of military schools receive health care on a high professional level. Health care comprises an integrated system that includes not only regular medical checkups for the students, but also all the comprehensive measures to maintain and develop the students' health, systematic and demanding care for their living and working conditions, healthy nutrition, uniforms and other equipment, and for the favorable influence of instruction, drills, and the other types of combat and political training upon the students' health, on developing their mental and physical abilities.

[No 24, 1981 pp 938-939]

Questions and Answers

[Question] What can you say about the importance of choosing professional military service as a career? (Miroslav J., Plzen)

[Answer] When evaluating the importance of professional military service it is necessary to emphasize the unique function that the CSLA has in defending the socialist system, in ensuring peaceful coexistence, and in training the young people who are joining the army. Specifically the professional soldiers play a decisive role in fulfilling these functions, and it is no accident that not only the command of the CSLA but also the highest party and government organs are devoting exceptional attention to the education and training of professional soldiers. This is evident from the CPCZ Central Committee's report that CPCZ Central Committee Secretary General and President of the Republic Gustav Husak read at the 16th congress. In it he said, among other things: "We will spare no effort and resources to ensure that our army is a highly modern army, completely dedicated to the party and the people, capable of defending peace and the achievements of socialism, jointly with the Soviet Army and the armies of the Warsaw Pact."

The CPCZ Central Committee Presidium has frequently considered the questions of the CSLA, of upgrading the work of its command personnel, the combat and political training of the troops. We can safely say--as it clearly follows from the words of the CPCZ Central Committee's secretary general at the 16th CPCZ Congress--that our army has everything it needs to defend the socialist fatherland, and also to develop as a modern army, to master the modern combat materiel and military art of today, and to strengthen its ties with the Soviet Army and the armies of the Warsaw Pact.

A series of measures pertaining to ideological education and to combat and professional training serve to prepare professional soldiers for the fulfillment of the mentioned objectives. Together with the commanders and chiefs, also the political organs and the party and Socialist Youth Union organizations are intensively participating in this. The military schools have an eminent role in training new professional soldiers.

[Question] What is the mission of the military colleges in the system of military education? [Karel K., Brno)

[Answer] Military colleges, especially the ones that train officers and technical cadres, are the backbone of the system of military education. These include the SNP Air Force College in Kosice. It offers four-year curricula for aviation officer-engineers specializing in staff and command-post duties, and for pilots of various types of aircraft and navigators. The five-year curriculum in aviation mechanical engineering is specialized into aviation engineering support and airfield engineering support, while the curriculum in aviation electrical engineering is specialized into aviation engineering support and aviation radio-engineering support. Then there is the CSP Military Engineering College that has four-year curricula for officer-engineers specializing in signals, the state air defense system, the ground forces air defense system, and the radio-engineering troops air defense system. It also has five-year military-engineering curricula specializing in the state, ground forces and radio-engineering troops air defense systems. The General of the Army Ludvik Svoboda Ground Forces College in Vyskov na Morave offers four-year curricula to train officer-engineers for the motorized rifle troops, armor, reconnaissance, artillery and army engineers, and it also has a four-year military-engineering curriculum in military chemistry.

The curriculum, depending on the type of military college, is divided into social-science, special-military, general-education and general-engineering subjects. The military colleges schedule a five-day school week. Both in the classroom and after classes, the command and teaching staffs give individual students and groups comprehensive assistance in their studies. In comparison with the conditions of study at civilian professional higher educational institutions, the military collectives and their leaderships provide greater assurance that the student of a military college will successfully complete his studies. A great advantage of the military colleges is that their students perform substitute military service during the first five months of study and thus fulfill their compulsory military service. On the basis of their application after completing substitute military service, the students of military colleges are accepted as professional soldiers of the CSLA parallel with their studies, effective the day following the completion of substitute military service. Simultaneously the students are promoted to the rank of master sergeant. During their studies they receive further promotions as NCO's. The best students can attain the rank of second lieutenant. By no means negligible are also the other material and financial provisions which are sufficiently advantageous to make the students entirely self-supporting so that they do not have to rely on their parents for support. Thanks to the favorable material and financial provisions for students of military colleges, even married applicants, with families unprovided for, are able to obtain a higher education.

Interest in studying at a military college can be satisfied in a number of branches of mechanical, electrical, geodetic, construction engineering and many other specializations. The conditions of study at military colleges are very good. Contributing factors are the modern forms, methods and equipment for instruction and training that make study interesting and help students to master the subjects better.

During study at military colleges, the command and teaching staffs give the students comprehensive assistance not only in their studies but also in the solution of their personal problems. One of the main prerequisite for successful study at military colleges is a sincere interest in studying and in becoming a professional soldier.

Graduates of secondary schools from among civilian youths, servicemen and NCO's in active service, and servicemen and NCO's in the reserve can apply for admission if they are Czechoslovak citizens, physically fit and meet also the other criteria for acceptance into the CSLA.

More detailed information can be obtained from the okres (district or municipal) military administrations, military units and military schools.

[Question] The military colleges recently began their 1981-1982 academic year. What is the nature of the education and training process at these schools? (Miroslav K., Ostrava)

[Answer] This is a process of constantly upgrading education and training, and it is going on at all military higher educational institutions, including the ones specializing in engineering, economics and university-level education. Admittedly, this process is not without its problems, but on the basis of the experience of many graduates one can judge how great are the qualitative changes. The command and teaching staffs are better prepared than in the past, there has been significant improvement in the material and financial provisions for the students of military schools, and modern instruction and training equipment is being used. All this converts our military higher education institutions into an education and training base that can better train the command and technical cadres, rear support cadres and political apparatus of the Czechoslovak People's Army.

The present development of modern combat materiel requires that every officer of the army have a higher education and, after the prescribed practical experience, also postgraduate training.

[Question] I will be graduating from military high school this year. At what military higher educational institutions and in what fields of specialization can I continue my studies? (Jan M., Olomouc)

[Answer] In addition to the principal military colleges that we discussed in the answer to the second question in this issue, there are also the military higher educational institutions that provide university-level training, namely the Klement Gottwald Military Political Academy in Bratislava that in a four-year curriculum offers graduates the qualification "political worker with higher education." Then there is the Jan Evangelista Purkyne Military Medical Research and Postgraduate Training Institute in Hradec Kralove with a six-year curriculum in general medicine whose graduates, after basic training in military hospitals, are assigned to independent functions as physicians of military units; with a five-year curriculum in stomatology whose graduates, after basic training in military hospitals, are assigned as dentists to military health installations and military units; and with a four-year curriculum in general pharmacy. After the completion of their basic studies, military pharmacists are assigned to managing and professional functions with the troops and in military medical facilities. Among the technically oriented higher educational institutions, at the Military Faculty of the Transportation and Communications College in Zilina it is possible to pursue such military-engineering branches of study as the construction and repair of railroads, the construction and repair of highways and highway traffic, and military transport (specialized into highway transport and rail transport); these are five-year curricula. The Antonin Zapotocky Military Academy in Brno, which trains highly qualified technical cadres

for the ground forces in five-year curricula, it is possible to study: mechanical engineering specializing in armor and motor vehicles, mechanical engineering for army engineer troops, and armament engineering; electrical engineering specializing in military communications equipment, command and control automation, electronic computers, and armament electrical engineering; geodetic engineering specialized into geodesy and cartography; construction engineering specializing in military structural engineering, and the construction of surface and underground military structures; and meteorological engineering specializing in the military meteorological service.

The economics college, specifically the Jan Sverma Military College of the Rear and Technical Support in Zilina, offers a four-year curriculum for army economists specializing in the supply of fuels and lubricants, food and forage supply, supply of equipment, and finance.

The military institutions at a civilian college, represented by the Military Department at Charles University Faculty of Physical Education and Sports in Prague, help to train physical education cadres for the CSLA. The four-year curriculum specializes in organization and methods of physical education.

[Question] What opportunities for sports do students at military colleges have, and what sports competitions are organized at these schools? (Vladimir H., Trebic)

[Answer] Three types of sports competitions are organized at military colleges. First there are the competitions within the CSLA that include the sports days (competitions) scheduled by the commander of the military college. These competitions are mostly of a long-term nature and ensure the students' all-round physical development. Next there are the army sports games in the posted sports and disciplines. The sports competitions organized by CSTV [Czechoslovak Union of Physical Training] enable the teams and individuals representing a military college to participate in public championship competitions. The purpose of these competitions is to give the outstanding sportsmen of a military college an opportunity to demonstrate and develop their skills and to represent the school in competitions with sportsmen of civilian physical training clubs. However, it should be borne in mind that if a student of a military college does not regard his political, military and professional education and training as his primary and principal duty, if he does not devote the necessary effort to his studies and to acquiring the habits necessary for his future profession, if he violates the military rules and regulations, then he will not necessarily be permitted to engage in sports. Whether or not the student is allowed to participate in these competitions will depend not only on his skills and prerequisites as a sportsman, but also on his study results.

The third type of sports competitions comprises games and competitions sponsored by the the higher educational institutions themselves. These are usually subdivided into the regional championships of the higher educational institutions, university olympics, and world academic games. The purpose of these competitions is to give the best sportsmen of the military colleges an opportunity to participate in the aforementioned competitions, specifically in the posted sports and disciplines.

[No. 2%, 1981 pp 976-977]

Service in the CSLA the Most Honorable Duty

In the series "The Gallery of Military Schools" we have acquainted the reader with the wide range of opportunities for satisfying the young people's interests and preferences in choosing a career, by studying in military schools.

It would be improper to fail to mention that study at military secondary schools and colleges is demanding, just as at all schools of this type and kind, but it is not insurmountable. The system of discipline and order, and the regimen of military schools are often regarded and interpreted as a certain burden and restriction of the students' leisure time. This interpretation, however, is simply false. All students of military schools not only have time for their demanding studies, but there is also time set aside for sports, cultural activity, social life and leisure time. In their educational work and in the process of education and training, the teaching staffs of military schools are aided by the students' personal traits, their political and moral attitudes, their commitment, honesty and directness, decisiveness and consistency, sound judgement, and also by another very important factor: the "harmony of actions and proclaimed principles."

The system of military schools is based on the fact that service in the CSLA requires a corresponding general, professional, military and political education. The individual levels and types of military schools are organically interlinked, and the military schools offer secondary education, complete secondary education and higher education, as required for the individual duty assignments. In addition, through postgraduate study, the military higher educational institutions broaden and expand the professional education of those professional soldiers who are university or college graduates. Military schools are an integral part of the Czechoslovak educational system, and their activity is governed by the laws of the CSSR, ordinances of the federal government, orders of the President of the CSSR, resolutions of the CPCZ Central Committee and the federal government, and the implementing regulations of the Ministry of National Defense. From these facts it logically follows that the certificates and diplomas of all military schools, their scientific degrees and scientific-pedagogical titles are valid statewide, in the same way as the documents issued by civilian schools and educational institutions.

At all military higher educational institutions there are gradually being developed such conditions for accomodations and for the educational and training process that they are one of the guaranties of the students' good training and instruction. The medical care provided in facilities of the medical service is characterized by a high professional level, efficient organization, and a good supply of medicine and health-care materials. This system includes measures for preventive medical care, for the timely detection and diagnosis of illnesses, and regular supervision of the development of the students' state of health and the results of therapy.

Care for the health of the students of military schools comprises an integrated system that includes not only regular medical checkups for the students and the mentioned high quality of medical care, but also all the comprehensive measures to maintain and develop the students' health, systematic and demanding care for their living and working conditions, healthy nutrition, uniforms and other equipment. Furthermore,

it includes care for the favorable influence of instruction, drills, and of the other types of combat and political training, upon the students' health, on developing their mental and physical abilities. An important factor in forming and safeguarding healthy living conditions is education to develop health discipline, a healthy way of life, and active personal participation in caring for one's health.

The material, financial and health-care provisions for students of military schools aid the attained results in the education and training process and contribute toward increasing interest in studying at military schools.

We all know that the present international political situation is deeply antagonistic. It reflects the conflict between the class interests in peaceful coexistence and the interests of reaction and of the military-industrial complex in the imperialist countries. The peace effort has unquestionably achieved much during the past period. However, the efforts of the countries within the socialist community, and of other forces of progress and democracy in the world, encounter the stiff opposition of the ruling circles of imperialism, especially of the group of military circles within NATO and elsewhere. That these forces still have considerable influence is evidenced by their continued efforts to step up war preparations. Ever greater resources are being spent on arms, military research, and ideological subversion. There are over 22 million people serving in the armies on our planet. More than 60 million people are associated, directly or indirectly, with military activity. In the United States alone there are for every three soldiers four other people, civilians, who somehow are participating in the process of armament.

The program of feverish armament is in collusion with the efforts to revive the cold war, to negotiate international relations from a position of strength, and to utilize many other means for political extortion and to support reactionary regimes, as evident from the events in Chile, Peru, the Middle East and elsewhere.

We cannot regard these and other phenomena complacently. We must multiply our efforts to ensure peace and security, to develop the process of detente and to expand international cooperation. In this peace process the armies of the socialist countries have their unique role, and this explains why also our army, under the direct influence of the CPCZ Central Committee, is getting everything it needs for its mission. Exceptional attention is being devoted particularly to upgrading the political and professional training of officers, to improving their morale, and to the material appreciation of military service.

Some citizens of our country do not realize, or refuse to realize, that the danger of another war has not been removed. The policies of imperialism itself have lately produced abundant proof of their no less aggressive nature. A series of events in the world and concrete facts prove that certain imperialist circles, headed by the new President of the United States, Reagan, have not renounced the use of force in international politics, that they still actually exist, and that the fulfillment of even these most noble objectives is being obstructed by numerous opponents of a relaxation of tensions, by advocates of cold war and feverish armament who would like to turn back the wheel of history. Therefore also the process of detente in international political relations is still being complicated by the continuing militarization of the United States and the NATO countries.

It is no coincidence that CPCZ Central Committee Secretary General Gustav Husak emphasized the following from the rostrum of the 16th CPCZ Congress:

"The Central Committee and the socialist state have devoted great care to the CSLA. We can assure this congress, the entire country and all the people that our army is a reliable defender of our borders and a firm link among the countries of the Warsaw Pact.

"One of our most important tasks is to strengthen and increase the defense capabilities of our country. We will continue to develop the CSLA as an integral part of the Warsaw Pact countries' armed forces. We will spare neither effort nor resources to ensure that our army is a highly modern army, completely dedicated to the party and the people, capable of defending peace and the achievements of socialism, jointly with the Soviet Union and the armies of the other Warsaw Pact countries . . .. In the interest of preserving peace and favorable conditions for the construction of a socialist society, we will do everything we can, in close alliance with the Soviet Union and the other countries of the socialist community, to strengthen the security of socialist society, and to prevent the aggressive forces of imperialism from upsetting the present military strategic balance. We will strive to realize all peace initiatives, developed and implemented jointly by the socialist countries that are proving to the entire world that socialism is a decisive force in the struggle of nations for peace and international security."

These words were said because imperialism still remains an exceptionally dangerous opponent, even though it has lost its historical initiative and can no longer control world events. A basic prerequisite for defending the working people's achievements in our country and the other socialist countries, and to continue the policy of the international relaxation of tensions, is to ensure the defense capability of the socialist community that relies firmly on the Soviet Union. Hence it follows that defense capability is a categorically objective requirement and a historical necessity, and that the defense of our socialist fatherland is the concern of every citizen.

[No 9, 1982 p 33]

Opportunities for Graduating Students of Secondary Schools

One of the most important decisions in the life of every young man is his choice of a career, and it is therefore essential that he make this decision very carefully, taking into consideration not only the satisfaction of his personal objectives, interests and talents, but also how they dovetail with the needs of society.

A preliminary survey of the interests of secondary-school students and the number of submitted applications for admission to individual schools indicate that almost every year a significant proportion of the students apply for branches of study that the public regards as attractive. But the facts indicate that a significant number of students will not be able to pursue their chosen studies, from the viewpoint of the needs of society. In this context therefore it will be appropriate to call attention to the opportunities for higher education that the CSLA is offering this year at the SNP Air Force College in Kosice, and at the CSP Military Engineering College in Liptovsky Mikulas. Simultaneously we refer to the information published about these schools in LETECTVI & KOSMONAUTIKA, Nos 17 and 18, 1981.

The CSP Air Force College in Kosice is continuing on a new and higher level the long-standing traditions of the previous aviation schools and trains pilots, navigators and ground specialists for the Czechoslovak air force who, in the branches of study for officer-engineers, gain higher military professional education and higher engineering education in the operation of aircraft and support equipment. The graduates of the military-engineering branches of study gain higher military-engineering education in their branches of study and are trained for individual functions with units and formations of the Czechoslovak air force.

The officer-engineer cadres are trained in the four-year curricula for air force pilots and for aviation officers, while the technical cadres are trained in five-year aviation-engineering curricula in mechanical engineering and electrical engineering.

Beginning with the second year, the four-year officer engineer curriculum for air force pilots involves flight training and is specialized according to jet or transport airplanes and helicopters. The curriculum includes such subjects as air navigation, air combat, parachute training, air tactics, the theory and design of aviation engines, the theory and design of aircraft, the electronic equipment of airplanes, etc.

The four-year aviation officer-engineer curriculum prepares graduates for automated systems of command and control, and as navigators. The curriculum includes tactical training, air navigation, the theory of command and control, the design and operation of air force materiel, the means of mechanizing and automating command and control, etc.

The five-year military-engineering curriculum in aviation mechanical engineering trains graduates for aviation engineering support, airfield engineering support, and technical support. Its subjects are primarily aerodynamics, the theory and design of aviation engines and aircraft, the operation, maintenance and repair of airplanes, hydraulic engines, the design of military motor vehicles, the construction and maintenance of airfields, airfield engineering support, and airfield traffic control.

The five-year military-engineering curriculum in electrical engineering trains graduates for service in aviation-engineering support and radio-engineering support of the air force. The curriculum includes, for example, electronics, radar, the theory and design of ground radio-engineering equipment for air traffic control, the servicing, maintenance and repair of such equipment, the electrical, radio and special radio-electronic equipment of airplanes, and air armament including guns, bombs and missiles.

At the CSP Military Engineering College in Liptovsky Mikulas, similarly as at the preceding school, graduates of the four-year curricula for officer-engineers gain a higher professional military education and a higher engineering education, while graduates of the five-year military-engineering curricula gain a military-engineering education in their branches of study.

Officer cadres are trained in the four-year officer-engineer curricula for the performance of command and basic engineering-technical duties primarily in the following branches of study: officer-engineers for the ground forces air defense system specializing in radio-engineering air defense, anti-aircraft artillery and

radar complexes, and automated command and control systems; officer-engineers of the state air defense system; and officer-engineers for the signal troops.

The five-year military-engineering curricula prepare technical cadres for the engineering service of anti-aircraft equipment, for radar, and for armament engineering.

The graduates of these branches of study are assigned to special engineering-technical functions with troops, at research facilities or at repair and production plants.

The branch of study that trains officer-engineers for the ground forces air defense system aims primarily at mastering the modern generation of air defense equipment that includes anti-aircraft systems for special conditions of combat, radar, electronic computers and equipment, and automatic process control. The orientation is similar of the branch of study specializing in the state air defense system.

The branch of study specializing in radar covers the design, operation and repair of radar equipment and of automated command systems.

The communications branch of study specializes in the operation of long-distance communications equipment, radio communications equipment, and radio-relay communications. The students in this branch of study learn the principles of operation of communications equipment, the individual units and entire systems of equipment, including their technology, repair and maintenance.

So far as the entrance examinations to a military college are concerned, the scope of the examinations corresponds to the material covered in high school or in secondary industrial schools. However, the provisions of the Law on Higher Education apply also to military colleges, and thus an applicant who attained excellent grades in the given subject in secondary school or won a medal in the student olympics does not have to undergo an examination in the given subject.

1014
CSO: 2400/260

WARSAW UNIVERSITY STUDENTS SPEAK ON SELF-GOVERNMENT

Warsaw GLOS NAUCZYCIELSKI in Polish No 15, 23 May 82 p 5

[Interview with Warsaw University Students by Wojciech Sierakowski: "There is no way out", interviewer title, and date and place of interview not given]

[Text] We are talking about student self-government (and not only) with Warsaw University students of the Faculty of Journalism and Political Science, and Faculty of Law and Administration.

[QUESTION]: I hear that you students do not like to talk about self-government, because, as the rumor has it, you do not believe in the possibility of its performing its duties. I would like to ask you whether it is true, that the e really is no place at school for self-government? However, if there is, what is your concept of it?

[JOZEK]: It is a fact that self-government is a controversial matter, but I would not say that it is one that is not talked about. To be sure not often, but there is talk of it. There was a meeting with the rector recently at which the problem of self-government was heatedly discussed. More precisely, what was involved, was that in speaking of self-government, the former rector proposed reactivation of the old self-government that had been appointed last year. Not everyone was pleased with that proposal.

[QUESTION]: That is strange--students do not support their own self-government?

[JOZEK]: First of all, we did not select it, and secondly, it needs to be said that the preception of that self-government in the [student] community was and is varied. For example, it was reproached with not representing the entire community, it did not reconcile the conflicting interests of two youth organizations nor did it serve all of the students. Besides that, it was one additional level of confrontations and political encounters. This does not entail whether we support self-government or not but rather its objective evaluation. I personally cannot say that it fulfilled the expectations that I associated with such an organization.

[KRZYSZTOF]: I agree with Jozef. Our everyday problems are the same as they were before. We know what it was like before 13 December. A few people belonged to the Socialist Union of Polish Students [SZSP], and more to the

Independent Association of Students [NZS], but the entire majority stood aside and looked to see how it would all develop. And no one defended that majority. Hence, if I speak of self-government, then it seems to me that it ought to be concerned first of all about student interests and then perhaps take up political prlblems later. However, basically, I consider that self-government should be non-political, without any formalities. Unfortunately, that one was not like that. That is the reason for my reservations.

[JAREK]: In the context of what happened last year I am completely opposed to politicizing student self-government. I know that it is impossible to completely avoid such a policy, nonetheless I think that a self-government ought to progressively cut itself off from problems associated with politics, and from spectacular typically political activities. What happened during the strike? The strike was directed by the self-government; the self-government actually represented only the strikers despite the fact that less than one-third of the students were striking. The fact that the self-government directed the strike was, to confirm that everybody concurred in the strike demands and all of the chaos that reigned during the strike. And of course that was not true.

However, coming back to the first question. I personally believe that unfortunately, self-government under martial law has no rationale for existence. Because it will not be representing student interests if only for the reason that one-person responsibility was in-roduced, and that precludes collective actions and decisions. If a self-government were to be appointed today it would be rather reminiscent of a starostaof-the-year agenda. On the other hand, I would see a self-government in the future as precisely a non-political organization whose basic task would be the organization of school life, concern for student socio-welfare problems, and the instruction process. I have personally learned how difficult it is to start study at school, when there is a lapse of not less than two weeks after a solemn matriculation before one can get one's hands on the regular course of studies.

[JOZEK]: The old self-government fizzled out because it was the tool of one organization. It is known how it originated. The conflicts which took place internally also communicated themselves to the courtyards of higher schools. The self-government could not fulfill the role for which it was brought into being in that hot atmosphere. There also is no lack of those conflicts today. I believe that self-government can function effectively only when the fear is gone that it will again transform itself into some kind of confrontational arena.

[JAREK]: I do not agree, after all a self-government cannot be amicable or appeasing. There will always be conflicts because they are the dirving force of improvement. There have to be conflicts in the self-government forum, however, self-government should be an organ that resolves rather than heightens conflicts, or that creates divisions in the group as was the case previously.

[MAREK]: All that is fine and dandy, but I doubt that a non-political concept could be realized today. At this point after the dissolution of the NZS, there is much fear that a self-government will again be dominated by one power. Only that this time it would be the SZSP. And it will again come to somebody governing that self-government...

[QUESTION]: Well, so what...it is bad one way and not good the other?

[BEATA]: It is too bad that there is no counterbalance to the only student organization that is functioning. A counterbalance without which there can be no talk of confidence in a self-government.

[KRZYSZTOF]: It appears to me that this is why a new self-government would be regarded by many people as an agenda of the SZA [probably: SZSP]. That is the way it will be viewed in the community. Everyone already suspects some kind of political intention in every activity today. It will probably be the same in the case of the self-government.

[QUESTION]: It looks as if we have fallen into a kind of closed circle. Supposedly it is possible, but actually it is not because people will not believe. How does noe get out of the circle in such a case?

[MAREK]: There is one way out--to calm the situation in the entire country and in the schools. However, it seems to me that we will have to wait a bit longer for that.

[QUESTIONS]: In conversations at other schools I heard that students do not agree with a concept of self-government that turns over only the socio-welfare problems to its members but takes away the right to joint management of the school. How do you view these problems?

[KRZYSZTOF]: It would be ridiculous if we deprived ourselves of the right to joint management. In general, no one negates that. But it seems to me that first it is necessary to tidy up one's own bailiwick and then start in on joint management. I dare say that should be the sequence.

[JAREK]: The statement itself that joint management is the most important and the rest unimportant is demagogy. After all joint management is realized by resolving real problems. Why did the NZS begin to lose significance with time? Precisely, because it failed to undertake socio-welfare activity. The community has had and still has a great need for that activity.

[JOZEK]: That is exactly how it shapes up, two of us are representatives today of the existing quasi self-government. All of this self-government of ours is one big temporarianess. So many problems are lying fallow and we are in no position to encompass everything. What is worse, we hear rumors that this erroneous concept is to be expanded. We talk here of self-government as a real event, that it should represent the entire community, and we spoke of the fact that a counterbalance to the SZSP is necessary. It is true, that this is the way it should be, but why isn't it, why does it support some kind

impermanent organization of the type of our quasi self-government? It is because the authorities are afraid to appoint other student organizations, they do not want us to form that self-government ourselves. This kind of closed circle situation can last quite a while longer.

[KRZYSZTOF]: At last it was stated. We are continually being eyed warily, the entire [student] community is being judged by what are not the best experiences of our organization. After all we have varied viewpoints. Not everyone was in the NZS, and those that were did not constitute a majority. Too bad that the authorities do not understand that...

[QUESTION]: That no longer is pessimism but rather pointing out the "guilty one". In order to say that it is necessary to support that with reasons...

[JOZEK]: The facts speak for themselves. For example, students treat the SZSP as a party transmission belt, but that same party whose spokesman at school allegedly is the SZSP, is taking a long time to decide whether or not to suspend this organization of so socialistic a profile. What does that signify if not distrust?

[JAREK]: We wanted to set up a faculty paper in our faculty. It was to have been of an open profile. We wanted to write about what was happening in the country, at school, and about our problems. We wanted to, but censorship examined everything under a magnifying glass, even those articles were cancelled that touched on the charisma of an academic instructor. Finally, people drifted off to professional newspapers. To be sure, a school paper was established but one can imagine how the community would receive it. Perhaps, those who stayed with it are some kind of maniacs because others simply could not tolerate that suspiciousness.

In general, the problem of student youth subjectivity and objectivity stands out here like murder. And, in general, of the country's youth. The committees of deans for socio-welfare aid that were organized for us, are not our committees because their members are appointed. We have no influence on their activity, not to say anything of any kind of control. Even though students enter into the committee's composition, it is difficult to say that they are our representatives. And that is the basic problem--whether something is going to be organized for us, and also whether we will be permitted to act. It is necessary to be aware of the fact that the community today is passive, people do not want to get involved in anything, nonetheless, this internal escapism must somehow be overcome. And that is possible only be creating an area of subjective and not objective activity.

[KRZYSZTOF]: That is a problem which shackles our discussion about self-government and student organization. In general, the authorities have no confidence in students. It is immaterial whether they are from the SZSP or under some other banner. I daresay we are considered to be some kind of potentially subversive element. I think that even when martial law is ended we will also be under the magnifying glass so that there can be no talk of activities arising from the ranks.

[JAREK]: I am afraid that in a couple of months it will come out that a policy has been established in relation to students in this country that rewards passivity and noninvolvement. I am a member of the SZSP and it is really difficult for me to understand the activity of authorities in relation to that organization. Speaking frankly, the SZSP lost many members not because of its own fault but because of the feeling of that clearly felt suspicion on the part of the authorities.

[QUESTION]: Well, then where is there any place here for self-government?

[BEATA]: Actually, such a place is somehow not to be seen in today's circumstances. However, it could come into being and even be the kind that we are thinking of, however, the situation in the country will have to change. Nothing will change in the schools spontaneously.

[KRZYSZTOF]: A vicious circle. At this moment every self-government will be a quasi self-government. Even if it did come about it would find itself in an uninteresting situation--on the one hand a lack of student acceptance and on the other, the suspicion of the authorities...

[JAREK]: ...and its activists having no ties to the community, will be acting on the basis of their own evaluations of the situation which need not be just at all. Thus, the operation of the self-government can be reduced to those forms that existed previously.

[QUESTION]: It appears that our discussion needs to be captioned... "There is no way out."

[JAREK]: The entire problem boils down to the fact that despite everything some kind of initial effort should be made to activate the community so that people would nevertheless want to act.

[BEATA]: But you can see that they do not want to act in the framework of the existing structures hence that activation is not possible.

[KRZYSZTOF]: In general, I am for self-government, I think that it ought to exist because it is necessary for us students. But there are so many obstacles...I do not see any possibilities today of its functioning in consistent harmony with some community need, or student feelings. It could be otherwise. Why is it not...it would be best to ask someone else. That is my opinion about this.

[From the author]: In accordance with the discussants' wishes, I am not furnishing their [full] names.

10433
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STATISTICAL PROFILE OF YOUNG GENERATION GIVEN

Warsaw RZECZPOSPOLITA in Polish 24 May 82 p 3

[Unattributed article: "What Kind of Generation?]

[Text] We are a young society, something that we emphasize with satisfaction on many occasions. This human potential is 18 million people who have not yet passed their 30th year of life on whom, in essence, we link all of our expectations and hopes for improvement of the socioeconomic situation in our country. The answer to questions such as: what will be the development directions of our country; will we emerge quickly from the crisis; and the univocal and dramatic question of what will happen to Poland, will of course depend on no one other than our young people.

We know quite enough about youth (thanks mainly to various studies and polls) to be able to produce its sociological image on paper. We know how much young people earn, how fast they move up, what kind of education they have, when they have children, how many years they have to wait for a place (of their own) to live, and even how many young people suffer from dental caries. There is but one drawback: we know little about what youth really thinks, wants to what is its goal. How often do we talk about youth instead of talking to it!

Work

Before we present the problems that are basic for the young generation, let us recall--despite serious cautions--a series of statistics that describe the position of Polish youth drawn for the most part form the "Report on the conditions under which young people beign their lives and careers" (prepared last year by the Ministry of Labor, Wages and Social Affairs, and a group of social experts).

There are 10.5 million young people (up to 30 years of age who live in cities, while 7.5 million live in the country. There sometimes are too many of them in the great city agglomerates (hence the growing problems with finding work)--and fewer and fewer in villages. Indeed, last year 170 thousand people left the countryside and moved to the city (several tens of thousands less than in past years), but it is difficult to take much pleasure out of that progress, the more so, that out of 3.5 million country youth--1.2 million are so-called dual-specialists who do not necessarily have to associate themselves with agriculture in subsequent years.

Every year a half million graduates of all types of schools start their first jobs. There are jobs for them primarily in agriculture, also in trade, crafts and services. Such are today's needs. We are gradually approaching a point of complete satiation in cadres with high school and higher education. It will be very difficult to get a jobs in management and various kinds of departments and bureaus.

Youth comprises 33 percent of all workers. More than 3 million new jobs were created in the 1970s. During this time 5 million young people undertook their first jobs. They landed primarily in industry, strengthening the ranks of the working class, and particularly of qualified workers (42.6 percent of qualified workers are less than 29 years old).

The socio-occupational adaptation problems of young people are enormous. It is not by chance that the percentage of young people who change jobs reaches as high as 70 percent. This excessive fluctuation of cadres is due on the one hand because of the lack of a proper system of ties between the worker and the employer, and on the other--from a natural tendency of young people to get higher earnings, something that with us is very frequently associated with job change.

How much are young people earning? The average incomes of young families are only 12 percent lower in relation to all families, something that is frequently emphasized as a positive factor forgetting that the needs of the young--from the standpoint of not owning material goods--are substantially higher than those, for example, of their parents. Nonetheless, the pay situation of young people in the 1970s improved considerably in erlation to past decades when the wage disproportions between a young person beginning a job and that, for example, of a worker with 20 years of experience were immense.

However, there is a series of irregularities in the system of rewards that is justly pointed out by young people. For example, it is only at the age of 35 that a young engineer attains the salary of his contemporary who began employment after completing 3 years of vocational school. Advancement possibilities are blocked in the "perpendicular" as well as in the "plane". Already at age 19, a career technician acquires the highest title to be had, while a workman attains the occupational title of foreman 1 to 5 years later, a title that is already the peak of his occupational career. Thus, the assumption of a post of authority frequently constitutes the only possibility for increasing earnings. However, of 312 thousand graduates who completed intramural studies in the 1970s, only 17.8 percent are employed in posts of authority.

> The aspirations of young citizens to participate in making decisions about state affairs are a valuable and natural phenomena. Youth combined with idealism and knowledge is a capital that no nation ought to squander. We will further expand the way to responsible functions for young people in state administration, industry and wherever routine and lack of imagination should lose to energy and initiative.

(From an address by W. Jaruzelski
in the Sejm 25 January 1982)

Indeed, by 1990, there will be an increase of 623 thousand graduates of higher schools, and 2 million graduates of secondary schools, something that is gratifying from the standpoint of the general increase in the level of society but, already by 1985, there will be a lack of jobs in the socialized economy for 57.5 thousand graduates of higher schools, and 467.1 thousand graduates of secondary schools.

And, one more fact, this time as if from the opposite side of the phenomenon --154 thousand young people from 18 to 24 years of age are not studying or working.

Life

The problems of the young family are fundamental importance to the future of our country as well as to the young generation. There are 3 million of these families in Poland. Of these, 2 million persons, of whom half are less than 29 years of age are waiting for a flat (of their own)--something which is the most natural as well as the primary need of a family, as well as the greatest dream of young people. These "homeless people" are living under difficult conditions: 3.9 percent of the members of housing cooperatives live in so-called unfit premises, 24.1 percent in overcrowded premises (usually with parents), 12.7 percent rent quarters from strangers, while 1.4 percent live in various boarding-schools, student dormitories, worker hotels, etc. It is assumed that by 1985 cooperatives will have disposed of 550 thousand flats, thus 1 of every 3 persons waiting will get the keys to an individual flat. It is not necessary to broadly demonstrate the connections between a place to live and demography, the number of divorces, or even the psychic health of young people.

It also is not easy for young people to compensate themselves for troubles
a material nature in the area of broadly understood education and culture.
- again it is necessary to start from a "rural address". Because the proportions between access t urban and rural young people's education and culture have been seriously shaken. Barely 9.6 percent of first year high school students are of peasant origin, and in general, not quite 20 percent of these select a career field that leads to a secondary-school certificate. As much as 30 percent of peasant children complete an elementary school education. Already, on the threshold of school itself, in the first grade of elementary school, there is manifested what the specialists rate as a difference of 1 to 2 years in preparation.

An alarming situation in the proportions of the social composition of students is only the quintessence of the inequalities arising much earlier. Thus, it is not strange that only every 70th to 80th peasant child among those born in the second half of the 1950s became a student, while every 15th to 20th child of worker families, and every 3rd to5th child of intellectual workers became a student. By way of what is slim comfort, let us add that nearly 70 percent of the students participating in evening school and extra-mural studies come from peasant and worker families.

There also are real threats: every 5th young person ends his education with elementary school, and every 10th child of a given age-group leaves elementary school before completing the last grade. Books are read regularly by 8.1 percent of peasant children, while it is 16 percent for worker children. However, as many as 60 percent of secondary school pupils drink alcohol. The extent of the habitual use of drugs is not actually known by anyone. This is a very difficult new problem of our times. Of those who commit criminal offenses 65 percent are less than 30 years of age. Thus, this is a sad contribution to the picture of the young generation.

Questions

There is more than enough evidence to show that the situation of young people is difficult. However, should we complain and cry over it? No indeed, particularly because we had enough of this type of "youthful tearing of garments" during the period from August 1980 to December 1981.

On the other hand, it is necessary to pose a series of questions headed by the following one: what should be done in order to activate young people t o themselves solve living and working problems? Because no kinds of priorities, loans, or amortized loans--which are only a drop in a sea of needs, very valuable to be sure but they do not resolve anything to conclusion. Young people must enter life without unjustified privileges, but also without encumbrances, and without putting spokes in their wheels.

During the past decade we tried to lead young people by the hand a few steps too far, wooing them with flattery and promises that were not fully covered by the facts. After August 1980 as the days passed, the "generation of great opportunity" became the generation of rebels and disappointed people.

Young people learned by heart the oft-repeated statement about the divergence between the ideals and theory of socialism, and the realities of the Polish People's Republic's reality. They explained everything with it including their own passivity in career and social work, as well as the unexpected activity in work of a political nature, that often was so contrary to the same socialist ideals. By chance, does Polish youth simply not know socialist theory?

What is the state of young people's awareness as to how to rebuild its ideological life, how to improve its intellectual development, and finally how to win it over for the recently publicized (not without good reason) philosophy of organic work?

The PZPR Central Committee plenum dedicated to youth pro'lems which is to take place in the near future should provide answers to these questions, but the elaboration of a program of action, and above all its realization will depend not on the party, or the government but on youth itself.

> The responsibility for the creation of conditions for youth activity and the proper utilization of young cadres rests on the party. The young generation should take over responsibility for today and for the future of the country. Party units and organizations should assist socialist youth organizations and create real conditions for their participation in the execution of authority.
>
> (Resolution of the Seventh Plenum of the PZPR Central Committee)

There is no doubt that it is necessary to improve the qualifying structure of cadres that open up possibilities for the employment of school graduates, as well as to more fully utilize their knowledge and skills. Young people must learn management in practice as well as responsibility, and do so everywhere: at the work place, college and even at school. A separate matter is the problem of housing: here too much depends on inventiveness and the work of the interested parties themselves. Waiting for a place to live of itself, waiting ever longer, gives nothing. Now, it does not even incline one to sympathy.

The generation of today's 20-year olds has to be aware of the fact that it occupies a position very similar to the one in which their contemporaries of a quarter-century earlier found themselves in. Similar, which does not mean--the same, because, of course, it has behind it and at its disposition the entire national output that was elaborated over the post-war years. It must however, take the responsibility for itself for Poland onto its shoulders and into its hands. And that cannot be done with faces as long as a fiddle, by being offended at the entire world, with a "hump of lost opportunities", and all of that "defeatist attitude" which is exceedingly common today.

> We will not be teaching young people importunately. This is their own country. It will be the kind that they themselves will build with their work. Those who are starting their career activity today can add their own gleam to socialism in Poland. That is an enormous responsibility for the future of our entire nation. They need to be supported and helped in this.
>
> (From a report delivered by W. Jaruzelski at the 7th Plenum of the PZPR Central Committee)

In conducting the discussion, which we encourage all to participate in, we want to talk about all of the problems that rankle young people, about young people, and with them. It may be that mutually we will dispose of many unknown problems, although assuredly they will not disappear entirely, because the immanent qualities of youth on the one hand are unrest, impetuosity,

susceptibility and even oversensibility, while on the other, enthusiasm and energy. It happens that such a conglomeration becomes an explosive mixture. The events of early May clearly proved that it is not a marginal part of youth that finds itself at a complete ideological cross-roads. Because everything cannot be explained by the prenicious influence of western propaganda, or common hooliganism. However, all of us should be aware of the fact that the hand that reaches for a stone will not attain or build anything, but will destroy.

We constantly reckon, we must reckon on the reflection and common sense of young people. Without its active participation in the work of improving the Republic we are doomed to defeat. Hence, our hopes; for the passion of young hearts, wisdom of young heads and strength of young hands. Will they remain in the sphere of expectations or will they produce action?

10433
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ZSMP MAIN BOARD VICE CHAIRMAN KLIMA INTERVIEWED

Warsaw TRYBUNA LUDU in Polish 25 May 82 p 4

[Interview with Jaroslaw Klima, vice chairman, ZSMP Main Board, by Marek Rudnicki; date and place not specified]

[Text] Solving the living conditions problems of the young is one of the most important goals of the Union of Polish Socialist Youth [ZSMP]. The results are of special importance today when there are no trade unions. But even earlier the union successfully overcame obstacles hampering the youth's start in life. How this is being done is the subject of our conversation with Jaroslaw Klima, vice chairman, ZSMP Main Board.

[Question] Many young people believe that they will be able to succeed only when conducive conditions are created. You are trying to prove something totally different. Did you not encounter any barriers in your ZSMP activities?

[Answer] Life forced us to choose this and not another way. Being aware of the fact that the promised conditions for the youth's development were taking too long to be created, and at the same time taking advantage of the resolution passed at the ZSMP Third Congress, we have begun to resolve some of the problems without waiting for the promised opportunities. We began by defining the needs. Consequently, we developed a catalog of problems to be acted upon by, among others, the state. We presented this document to the Ninth Party Congress. Many of our demands found their way later to the party congress resolution. The solution of many other matters is our responsibility.

It can be said, of course, that we should concentrate on political activity and leave the solution of the living conditions problems of the young to the trade unions. For quite some time we have been focusing more on ideological education. This is a value the youth organizations seem to have forgotten. It ought to be restored. At the same time, we also must see the reality of the young people's life. After all, 2 million people wait for apartments; many thousands of farms are empty, waiting to be taken over by the youth; still unresolved is the problem of an equal start in life for the urban and rural youths; the health of the young generation worsens; the upbringing at school leaves a lot to be desired. Thus, there are many problems to be resolved. However, the most important among them is the housing problem. Let us focus on it for a moment to illustrate our overcoming obstacles.

We have known from the start that since this problem was not resolved by the political authorities, we could not solve it either but we could help to do it. Therefore, we made an analysis of barriers that prevented socialization of housing and consequently more construction and presented it to the authorities. On the basis of our document the Council of Ministers Economic Committee in January issued an order nullifying many regulations hampering social initiatives. Our pressure also speeded the work on the construction program for the period until 1990. Due to these activities, we are creating in voivodships youth housing cooperatives and construction associations, which begin work in accordance with the new regulations.

New construction regulations are not all, however. We are fighting for an opportunity to obtain bigger loans; the cost of a cooperative one-family house is nearly 3 million zlotys. The cost can be reduced, no doubt; it is a common knowledge that when a person builds a house himself, every board is utilized, nothing goes to waste. For example, our colleagues in Szczecinek build houses for 500,000 to 600,000 zlotys. Nevertheless, the loans ought to be bigger, amounting to more than 1 million zlotys. We hope that the Ninth Central Committee Plenary Meeting devoted to the youth problems will refer to his problem as a solved one.

Another barrier that we must overcome is the lack of lots. In accordance with earlier regulations lots belong to construction cooperatives, which were established many years ago. However, these cooperatives do not have any investment funds and therefore lots remain empty. New regulations permit the cooperatives to give lots to those with the means to build on them, such as our youth cooperatives. However, they do not do that. Therefore, we are exerting more pressure on local administrations. For another problem, it is a common knowledge that land surveying takes a very long time. Therefore, we have this job done by participants of special courses offered by the ZSMP workers universities. The documentation is later presented to the proper authorities for approval. We do not have to ask that surveying jobs be done for us.

[Question] What have been your other initiatives in addition to those related to the housing construction?

[Answer] First of all, it is necessary to mention new loan regulations for young married couples. The loans have been available for years but we have decided that in the present situation their help was limited due to the small amounts involved.

We prepared a revised project and submitted it to the Council of Ministers. The Council went even further than we had suggested; it simplified, among others, criteria to qualify for a loan and introduced a system permitting cancellation of up to 50 percent of the loan. It must be emphasized that in accordance with the new regulations the amount of the loan will increase along with the price increases. It is necessary to emphasize that it is a loan, for many people say that the youth again gets something from the state. This is not a gift, it is a loan. Similar loan systems exist in other countries as well.

The fact that the new loan regulations for young married couples have been already introduced does not change the situation very much. There are no executive orders as yet. It has not been decided yet from which fund the 50-percent cancellation will be covered: social benefits or taxes. After all, it is a big difference for the employees in enterprises. We are still in the process of resolving these problems. In other words, we meet obstacles in every stage.

As to other initiatives by the union, I wish to note only such as the proposal that farmers; children return to villages, introduction of patronage construction in the villages, participation in the preparation of principles of the economic reform from the point of view of young employees, creation of opportunity to acquire another skill at the workers' universities, organizational preparations for employment opportunities in socialist countries, and broadening of opportunities for assistance from the Yough Social Action Fund, commonly referred to as FASM.

[Question] What is the biggest problem for you?

[Answer] It is economic reform, for starters. It appears, for example, that in the individual enterprises the principles of reform are "felt" by a few people only. The young if they are to act in constructive ways must get closer acquainted with the problems of economy.

Moreover, today we are in particular need of good work organization. ZSMP has some experience in this sphere as the organizer of the Young Masters of Technology Competition and the Young Masters of Work Organization Competition. We want to help with these skills. In order for this to happen, however, the young must acquire a broader knowledge. In some areas specialized schools are being established to provide such knowledge. Being an organization of the young people, we also must think about the problem of employment. Last year over 400,000 graduates of various schools became employees of our economy; we expect a similar situation this year. This opportunity was created, however, by the introduction of early retirements. But what happens next? We cannot expect this situation to repeat every year. Therefore, we initiated the establishment of youth labor cooperatives; so far they have been formed in 27 voivodships. They create employment opportunities occasions for utilization of the young people's initiatives and the like and at the same time they create a chance for a solution of local problems, for example, when construction materials are produced.

Often, however, we encounter problems of a different nature; I have in mind bureaucracy. For example, in accordance with a long-time practice the voivodship authorities, which receive proposals for opening a small business, ask local cooperatives' authorities for an opinion. These, however, fearing competition consider the opening of a new business unnecessary. For another example, even more to the point, once we talked with representatives of the planning commission in one of the voivodship offices. They saw no chance for us; they told us of an inability to take any action. Shortly after that encounter, we were approached by our peers, subordinates of the mentioned representatives, who told us the truth. During the next meeting we had concrete arguments. And we found out that there were opportunities.

[Question] From whom do you expect help?

[Answer] We hope that the coming Central Committee plenary meeting along with the ideological problems will present the party concept of engaging the young in solving their own problems--because the young want to get involved. I will give you another example, small but from real life. Every day twelve 60-ton coal freight cars are wasted at the Tarnowskie Gory railroad junction; I am talking about the coal falling off the cars along the rails. So, the young from Tarnowskie Gory establish a cooperative to collect the coal off the ground. Both the state and the young will profit from it, the former by saving additional hundreds of tons of fuel everyday and the latter by earning money. However, in this case our initiative is the only thing required, while in other instances it is not.

Thus, we expect help from the authorities. I wish to emphasize again, however, that we do not wait for it with folded arms. We come with concrete proposals, with what we have prepared already. We only ask for a decision. Frankly speaking, we also hope that as a result of the presently conducted cadre reviews more young people will find themselves in positions of authority, which will create better opportunities for action for us. We try to earn that, for the ideological loyalty I mentioned at the beginning should not be exemplified by words but by concrete work.

8609
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ANOMALIES NOTED IN MACEDONIAN CENSUS FIGURES

General Rundown

Belgrade DUGA in Serbo-Croatian No 214, 8 May 82 pp 18-19

[Article by Rajko Djurdjevic: "Some Funny Numbers"]

[Text] It can now be said of the last population census in Macedonia that it was in many respects unusual and different from the previous one. The census has cast in an altogether new light the past period in which there were attempts, persistent, systematic and perfidious, to alter the true state of affairs and the ethnic pattern of that republic.

The population of Macedonia increased by 264,949 over the last 10 years and today stands at 1,912,257. Within that figure there are 1,281,195 Macedonians, 377,726 Albanians, 44,613 Serbs, 39,555 Moslems, 47,223 Gypsies, 86,691 Turks, and the remainder consists of members of other ethnic minorities and roups in Macedonia's ethnic mosaic.

Pressures and Manipulation

In the Macedonian Republic Bureau of Statistics in Skopje its director Boro Pekevski presents the numbers precisely.

"When the dry facts are examined, one cannot at first justify their logic," he says.

For instance, the census in 1953 recorded 203,938 Turks. Just 7 years later, in the new census, there were only 131,481 of them. To be sure, this is the period of the most intensive emigration to Turkey. In the 1971 Census there were 108,552 members of that nationality, and in this census their number has dropped to 86,690. Instead of an increase by some 20,000, which would be according to the rate of natural population growth, their number has decreased by that amount! It obviously is a question of a breakdown of that group and of a loss of its ethnic features.

Some of the Turks passed over into the group of Moslems as a separate ethnic minority. Others merged with the Albanians and Gypsies. The process of Albanianization of the Turks was still more pronounced in the past. The

irredenta in Kosovo insisted that "these are not Turks," but actually "Illyrians turned into Turks," and who now, in the new Yugoslavia, through a study of their history and culture, have allegedly "realized that they are Albanians--and are returning to their flock...."

And science was unfortunately put at the service of providing the evidence of origin. Thus many Turks in the last census and the ones previous to that were simply Albanianized.

"This was especially pronounced," Boro Pekevski said, "in the Tetovo, Gostivar, Struga and Kicevo regions. As well as in Skopje."

In the last census in Gostivar even the secretary of the committee, who up until that time was a Turk, became an Albanian! The pressures, they say, were so strong that it was even risky to oppose them.

Such pressures have been pretty much suppressed with the good preparations for the present elections. Nevertheless, there have been attempts at manipulation. In one family in Tetovo a girl who found herself alone at home and is a university student in Pristina had her entire family taken down as Albanians. Her father came along and demanded that they be registered as Turks.

A Hodja at the Service of the Census

In the village Slepcane, in the Kumanovo District, the censustaker had just arrived in the local office when the hodja began to shout from the mosque. The head of the local office asked the censustaker to step out, he locked up the office, and went to see "what the hoija wanted."

It is not known exactly what the hodja said to the local people who were gathered, but after that the censustakers found all the gates locked.

There have been both pressures and manipulation in the Albanianization of Turks. Hodjas who came from Kosovo have been playing the principal role in this. In Macedonia many mosques destroyed in the time of the Turks have been rebuilt. It is not unlikely that aside from religious instruction, there has also been quite a bit of political agitation.

In the last census there were 279,871 Albanians. In this one there were 377,726. The increase is slightly more than 36 percent. The natural rate of population growth of 22.6 percent could not account for such an increase. Thus on the basis of the census results there are 15,500 more Albanians who have come from somewhere! The new figures are all the more unreliable insofar as the figures in the last census and previous censuses are used as the basis of computation.

Another interesting experience of the census has to do with the demands of certain Albanians that they be taken down as "Skipetars." Probably they wanted to distinguish themselves from what has been coming from Tirana for years. There have been cases where the parents declared themselves to be "Skipetars," but the children "Albanians."

The Gypsies are a story in themselves. In the last census there were 24,505 of them, almost the same number as in 1953. In the interval the fairly high natural population growth of the Gypsies has mainly been Albanianized under pressure. There are now 43,223 of them, twice as many!

This is a kind of rebirth of this ethnic minority. The results of the census are the fruit of a different mentality, but also of more liberal conditions for declaration of one's nationality.

In the last census there was not a single Gypsy in Debar. Now there are 1,030 of them. In Gostivar there were 219, but now slightly more than 1,500. In Skopje there were 17,086, and there are now 24,000.

The Gypsy here seemed to have popped up out of the ground.

The story is repeated in Kicevo, Ohrid, Struga, Prilep and Tetovo.... Wherever the nationalistic pressures were greater in the past, there are considerably more members of this nationality now that they are expressing themselves more freely.

Torbeshes, Pomaks, Poturs, Gorans....

In the demographic development of the population over the last four censuses the number of Macedonians has been in line with the natural population growth. In 1953 there were 860,699 of them, 7 years later 1,000,854, in the last census 1,142,375, and in this census 1,281,195.

The rate of growth was 22.6 percent in the first census, and dropped in the last census to slightly over 10 percent.

In the ethnic stratification of the population of Macedonia matters are rather confused as to Macedonians who are Moslems. These are referred to as Torbeshes, Pomaks and Poturs in Macedonia, or Gorans in Kosovo.

They have formed an association whose president is Nijazi Limanoski, the well-known Macedonian newsman and journalist. They have even issued their own badge, and the first historical, cultural and scholarly meeting of Macedonians who are Moslems was held in 1970 in the village Rastuse, at Saint Jovan Bigorski Monastery. At that meeting there were several thousand Torbeshes. The tasks were set forth of studying and presenting to the public the authentic ethnosocial values of Macedonians who are Moslems. All out of a desire to prove their true origin.

Nijazi Limanoski has written an entire study of the Torbeshes. He now relates the story with quite a bit of bitterness.

"The Turks made Turks of us, the Albanians made us Albanians, but we are neither the one nor the other. We are Macedonians who are Moslems. Immediately after the Brioni plenum pressure was felt from the Albanian nationalists. They used government power and hiring and money and especially religion to exert pressure.

"They said: 'Whoever declares himself as a Macedonian will not be able to emigrate to Turkey....'"

Many specific examples of earlier assimilation of the Torbeshes are presented in Limanoski's study. Slightly more than 70,000 members of this people have been siphoned off into other ethnic groups since the war. And now the Torbeshes are striving in meetings and scholarly events to distinguish religion from nationality, to prove that they are actually Islamized Macedonians.

Limanoski gets quite excited when he tells how pressure has been exerted in Kosovo toward assimilation of the Gorans, which is what they call the Torbeshes there. This is, he says, a tough people, but the 20,000 Gorans along the Bistrica, he says, are being subjected to great pressure.

On the basis of their regional position, in Limanoski's opinion, the Gorans are like a bone in the throat of the irredenta's plans. They stand like an obstacle in the triangle made up of western Macedonia, Albania and Kosovo. Which makes that area especially important to our entire social community, Limanoski says.

The census took place and has passed, the documents can prove even the opposite of what was taken for proof. According to the words of Boro Pekevski, the Albanian nationalists had their plans even here. A check of certain censuses shows that there have been false declarations as to level of education and (un)employment.

Population of SR [Socialist Republic] Macedonia With Respect to Nationality, Ethnic Minority or Ethnic Group in 1953, 1961, 1971 and 1981

	1953		1961		1971		1981	
	No	%	No	%	No	%	No	%
SR Macedonia	1,304,514	100.0	1,406,003	100,0	1,647,308	100.0	1,912,257	100.0
Those Who Stated Their Nationality								
Montenegrins	2,526	0.2	3,414	0.2	3,246	0.2	3,940	0.2
Croats	2,770	0.2	3,801	0.3	3,882	0.2	3,349	0.2
Macedonians	860,699	66.0	1,000,854	71.2	1,142,375	69.3	1,281,195	67.0
Moslems*	1,591	0.1	3,002	0.2	1,248	0.1	39,555	2.1
Slovenes	983	0.1	1,147	0.1	838	0.1	667	0.0
Serbs	35,112	2.7	42,728	0.1	46,465	2.8	44,613	2.3
Albanians	162,524	12.4	183,108	13.0	179,871	17.0	377,726	19.8
Bulgars	920	0.1	3,087	0.2	3,334	0.2	1,984	0.1
Czechs	114	0.0	92	0.0	80	0.0	164	0.0
Italians	41	0.0	57	0.0	48	0.0	96	0.0
Hungarians	207	0.0	252	0.0	229	0.0	281	0.0

Table (continued)

	1953		1961		1971		1981	
	No	%	No	%	No	%	No	%
Romanians	103	0.0	135	0.0	105	0.0	98	0.0
Ruthenians	127	0.0	124	0.0	59	0.0	24	0.0
Slovaks	20	0.0	64	0.0	46	0.0	67	0.0
Turks	203,938	15.6	131,481	9.4	108,552	6.6	86,691	4.5
Austrians	24	0.0	12	0.0	9	0.0	32	0.0
Greeks	848	0.1	836	0.1	536	0.0	709	0.1
Jews	55	0.0	47	0.0	32	0.0	28	0.0
Germans	136	0.0	94	0.0	77	0.0	288	0.0
Poles	24	0.0	26	0.0	72	0.0	223	0.0
Gypsies	20,462	1.6	20,606	1.5	24,505	1.5	43,223	2.3
Russians	672	0.1	640	0.0	516	0.0	363	0.0
Ukrainians	...	...	...	...	50	0.0	68	0.0
Vlachs	8,668	0.7	8,046	0.6	7,190	0.4	6,392	0.3
Others	1,581	0.1	672	0.0	16,702	1.0	740	0.1
Those Who Did Not State Their Nationality								
Those who did not state their nationality at all (in spite of the SFRY Constitution)	--	--	--	--	414	0.0	508	0.0
Those who declared themselves to be "Yugoslavs"	--	--	1,260	0.1	3,652	0.2	14,240	0.7
Those who made a declaration based on religion	--	--	--	--	684	0.0	956	0.1
Unknown	369	0.0	418	0.0	2,491	0.2	4,037	0.2

* [No explanation given in this text for the note].

Double Entries

Belgrade DUGA in Serbo-Croatian No 214, 8 May 82 p 19

[Article by Jovan Popovski: "Where Is the Truth"]

[Text] The figures have not yet been published on the material status of the population, but, judging by certain indications and irresponsible declarations, they will cause confusion with respect to the actual position of a portion of

the population, the population of Albanian nationality above all. It is no secret that members of some nationalities were recorded on the census sheet "en bloc" twice: where they were born and where they live. In this way a false figure has been brought about amounting to several hundred thousand inhabitants in the SFRY. This gave rise to a great expression of surprise in the question: Who had need of that if not foreign propaganda?

For example, a high official of Pristina University was born in a town in Macedonia and was recorded in both places. Other people born in this part of the country, though they have been living for 35 years in Belgrade or Pula with their entire families, are recorded in both places....

What has been learned, though incomplete, is revealing certain other incomprehensible figures which show something altogether different from the state of the facts as we know it. For example, it turns out that among members of the Albanian and Turkish nationalities there are few illiterates, hardly any at all, though it is well known that the situation is just the opposite. One old man even declared that in 1980 he completed the 8-year elementary school, that one employed person in the village is supporting 15 unemployed, that in rural households 98 percent of the population is dependent! It turns out that all the houses are "run down," though they were built even in 1978, that 20 people are living on house plots amounting to only 15 square meters, and so on. But it is a transparent game. Someone needed to increase the number of members of the nationality (indeed one girl who is a university student even declared the entire family to be members of the Albanian nationality when her father was not present, but when the father came he declared that they had always been Turks), to portray the nationality as educated, but employed, and thereby disenfranchised. Thus a scene changer in one Skopje theater, who had no education, said that he had completed secondary technical education. According to the census, one gets the impression that the housing of Albanians is atrocious. How is it possible for one person to cultivate the soil in the village, while the other able-bodied people are not working, since they are not "employed" and they are waiting for that one person to support them?

The census will undoubtedly reveal many other absurdities as well, absurdities which are the fruit of hostile propaganda and of the seduction of a part of the population. For example, in the Gostivar District, for centuries the largest sheep-raising center in this part of the Balkans, supposedly has fewer sheep today than say, in Berovo! [illegible] the truth? Of course not.

This is being kept quiet. Nor is there talk about how Skopje has suddenly become a large city with 15,000 new inhabitants in just a year! Why are these topics still taboo? The census sheets with inaccurate data should not be allowed to conceal the true state of affairs.

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July 16, 1982